



IGNITE LEADERSHIP

Influence Change

MARCH 10-14, 2012
PHOENIX, ARIZONA



2012 NASPA ANNUAL CONFERENCE

About NASPA

NASPA – Student Affairs Administrators in Higher Education is the leading association for the advancement, health, and sustainability of the student affairs profession. We serve a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of our colleges and universities. Founded in 1919, NASPA comprises more than 12,000 members in all 50 states, 29 countries, and 8 U.S. Territories.

Through high-quality professional development, strong policy advocacy, and substantive research to inform practice, NASPA meets the diverse needs and invests in realizing the potential of all its members under the guiding principles of integrity, innovation, inclusion, and inquiry.

NASPA members serve a variety of functions and roles, including the vice president and dean for student life, as well as professionals working within housing and residence life, student unions, student activities, counseling, career development, orientation, enrollment management, racial and ethnic minority support services, and retention and assessment.

VISION

NASPA is the leading voice for the student affairs profession worldwide.

MISSION

To be the principal source for leadership, scholarship, professional development, and advocacy for student affairs.

GUIDING PRINCIPLES

Integrity	Committed to high moral principles exhibiting authentic, honest, just, and ethical behavior.
Innovation	Continuously seeking improvement through new and creative approaches.
Inclusion	Seeking ways to ensure access, voice, acknowledgement, opportunity, and participation at all levels.
Inquiry	Supporting research and scholarship to add to the knowledge base of the profession and ensure that data informs practice.

2012 NASPA Annual Conference Planning Committee



Conference Chair

Larry Roper
Oregon State University

Administrative Coordinator

Tom Scheuermann
Oregon State University

Featured Speakers

Larry Lunsford
Florida International University

Local Arrangements Co-chairs

Cassandra Aska
Arizona State University

Gary Kleemann
Arizona State University

NUFP Alumni Liaison

R. Teresia Greer
The University of Alabama

Pre-conference Workshops

Juan Guardia
Florida State University

Programs

Wendy Endress
Evergreen State University

Publicity/Promotions

Jen Day Shaw
University of Florida

The Placement Exchange

Matthew Trainum
The George Washington University

Volunteers and Special Projects

Myra Morgan
University of Florida



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Telles-Irvin
Northwestern University

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Kaaryn Keller
Senior Director of Marketing and Communications

Arlene Kidwell
Senior Director of Meetings

Jennifer Vaseleck
Meeting Planner

Dear 2012 NASPA Conference Participants:

On behalf of the NASPA Board of Directors, the NASPA staff, and the 2012 Planning Committee, welcome to the Phoenix, a city whose namesake symbolizes the capacity to rise up, scan the landscape, and anticipate future events that will shape ours. We are honored that so many of you have chosen to join us in celebrating the impact of our work and in seeking to expand our knowledge and friendships. Thank you!

Our conference theme, **Ignite Leadership Influence Change**, could not be more appropriate. Higher education, like our global society, needs leaders with the capacity to see an unfolding future, as well as the character and agility to shape that future with the founding and enduring values of the student affairs profession. As we navigate rapid, social, and technological changes and engage each other across the real and imagined boundaries of our organizations and our minds, at our best we do so grounded in and guided by our values.

Now is the time to expand the capacity of our students, our colleagues, and ourselves to change the way we navigate the landscape of relationships and organizational life. We are challenged to alter the way we approach our work, if we are to stay relevant. Igniting our collective leadership means having the courage and flexibility to cross historic, societal and organizational boundaries in service to our students, our profession, and the future we dare to create. Influencing change means taking risks to construct vital relationship networks that demonstrate the depth of our commitment to create significant organizations and socially-relevant lives.

Future-focused leadership demands that we thoughtfully and responsibly influence the depth and direction of change within our organizations. We hope that you will do just that by taking advantage of the diverse array of keynote speakers, featured sessions, and educational programs offered throughout the conference. Additionally, we hope that you will take advantage of the varied opportunities to engage on issues of significance to you while in Arizona. As an educational organization that stands for justice, inclusion, and access to education, as well as analyzing and solving the great challenges of our times, it is important to us that our presence here make a statement by being very purposely present in Arizona with programs that educate, enhance the dialogue, and reach a greater understanding on issues of justice and human dignity touching our campuses across the nation and around the world.

This excellent experience could not be possible without our generous sponsors so please take some time to drop by the exhibit hall, too, to thank them and to learn about the newest products and services that can help us serve students better.

This is your conference so we hope that you will make the most of it. We are looking forward to learning, growing, and committing to our profession with you. Make it a fantastic experience at this 2012 NASPA Annual Conference!

Sincerely,

Patricia Telles-Irvin
NASPA President
Northwestern University

Larry Roper
2012 Conference Chair
Oregon State University

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GENERAL INFORMATION AND HIGHLIGHTS

ACCESSIBILITY

Requests for special accommodations should have been made in advance of the conference. However, if you have accessibility concerns or questions, require assistance, or need accommodations, please visit NASPA Headquarters at Convention Center 223 during the conference.

BOOK STORE

Convention Center, 2nd Floor across from 221

Make plans to stop by the NASPA Bookstore to purchase books at discounted prices during the 2012 NASPA Annual Conference.

Hours of Operation

Saturday	8:00 a.m. – 5:00 p.m.
Sunday	8:00 a.m. – 5:30 p.m.
Monday	8:00 a.m. – 5:00 p.m.
Tuesday	8:00 a.m. – 5:00 p.m.
Wednesday	8:00 a.m. – 10:00 a.m.

Book Signing

Tuesday, 11:15 a.m. – 12:15 p.m.

Doris Ching, Amefil Agbayani, and Associates

Asian Americans and Pacific Islanders in Higher Education: Research and Perspectives on Identity, Leadership, and Success

BUSINESS CENTER

Convention Center, North Entrance

The Convention Center is equipped with a full-service business center to assist attendees as needed.

CASE STUDY COMPETITION

Monday, 8:30 a.m. – 4:30 p.m.

Hyatt, Ellis

Teams will be given a thought-provoking case study relevant to the field of student affairs and present their solutions to a panel of judges. All participants must pre-register for this program and attend the orientation on Sunday (Convention Center 226C).

CELL PHONES

As a courtesy to presenters, speakers, and attendees, please switch cell phones to silent mode during educational sessions and speakers. Please leave the session when answering calls. While live Tweeting from sessions is generally encouraged for the benefit of colleagues that cannot be in attendance, please be respectful of the varying levels of comfort of presenters and other participants.

CONFERENCE BLOG AND TWITTER FEED

Interact with other conference participants online! The blog – at <http://naspa12.wordpress.com> – is an online channel for participants to share their conference experiences, observations, and reflections. The blog also includes a Twitter feed, so participants can join the real-time discussion by including #naspa12 in their Tweets.

CONFERENCE EVALUATION

An overall conference evaluation will be e-mailed to all registered participants on Tuesday, March 13, during the 2012 NASPA Annual Conference. An opportunity to evaluate each educational session attended will also be available, or can be accessed through the mobile app. Additionally, individual session presenters may provide an opportunity to evaluate their session. NASPA will NOT be collecting any paper evaluations in an effort to maintain a sustainable conference experience.

CONFERENCE HANDOUTS

Continuing NASPA's commitment to a sustainable environment, educational session presenters were asked not to bring paper handouts. Plan to bring recycled paper to take notes. Presentations are available through the mobile app, where provided. Otherwise, they will be available for download from the NASPA website following the conference.

CONTINUING EDUCATION CREDITS

Continuing Education (CE) credits toward certification or re-certification for counselors are available through NASPA, which is approved to award CEs by the National Board of Certified Counselors (NBCC). In addition, NASPA provides Certified Health Education Specialist continuing education through NCHCE. Forms can be obtained at onsite registration.

CORPORATE-SPONSORED PRESENTATIONS

Within the NASPA Annual Conference program book, you will notice a few program sessions provided by corporate sponsors of the 2012 NASPA Annual Conference. NASPA seeks support from corporations that reflect the association's mission, values, and goals. No endorsement by NASPA is necessarily implied; however, through our educational mission, NASPA provides opportunities for members to interact with our corporate partners.

CYBER CAFÉ

As more and more attendees are bringing and using their own personal devices—PDAs, laptop computers, smart phones, etc.—the typical

Cyber Café is becoming obsolete. In an effort to be more sustainable, we are providing complimentary wireless access in the Exhibit Hall during exhibit hall hours. Immediately outside of the Exhibit Hall, a computer kiosk will be available for attendees to check e-mail or browse the web while at the conference. Wireless access and the kiosk will be available Sunday through Tuesday.

WI-FI ACCESS

SSID:	NASPA2012
Passkey:	Arizona!
Encryption:	WPA2-AES

DOCTORAL SEMINAR

Sunday, 9:00 a.m. – 3:00 p.m.

Sheraton, Camelback (B)

In this day-long program, doctoral students, both part-time and full-time, will engage with the faculty in dialogue, activities, and strategy generation that will assist them in meeting their doctoral student goals. The seminar is structured with enough flexibility to assure that individual interests and needs are addressed and includes time to network with faculty and doctoral student peers.

EXHIBIT HALL

Convention Center, Exhibit Hall A-B, 3rd Floor

Plan to take advantage of opportunities to see the exciting array of vendor displays and learn more about the companies and/or organizations exhibiting and what they have to offer. Also, participate in the Exhibitor Passport Raffle and you may walk away with a \$500 American Express gift card. For a floor plan and listing of exhibitors, please see page 160.

Hours of Operation

Sunday (<i>Reception</i>)	7:00 p.m. – 9:00 p.m.
Monday	9:00 a.m. – 3:00 p.m.
Coffee Break	9:45 a.m. – 10:30 a.m.
Ice Cream Break	2:00 p.m. – 2:45 p.m.
Tuesday	9:00 a.m. – 11:00 a.m.
Coffee Break	9:30 a.m. – 10:15 a.m.

FAMILY-FRIENDLY ROOM

Convention Center, 2nd Floor Restroom Next to Room 225A

Many conference attendees may choose to travel with family during the 2012 NASPA Annual Conference. A private room has been provided to allow mothers to nurse small children in privacy without having to return to individual hotel rooms.

FIRST-TIME CONFERENCE ATTENDEE ORIENTATION

Sunday, 3:00 p.m. – 4:00 p.m.

Sheraton, Valley of the Sun C

During this must-attend orientation, first-time attendees will hear from some of the NASPA leadership, as well as receive an overview on becoming involved in NASPA and making the most of the conference experience. Although you may have attended other professional conferences, it is helpful to learn the nuances of NASPA. **Sheraton North Mountain** will also serve as a lounge for first-time attendees throughout the conference.

FITNESS AND WELLNESS

Check daily schedules for exact time and location

FUN WALK: Start your morning off with a walk around downtown Phoenix. The path will expose you to the unique cultural pockets of the city, highlighting coffee shops, parks, and entertainment areas. Participants of all abilities are welcome to join Monday and/or Tuesday! Meet in the Hyatt lobby 15 minutes prior to the 7:00 a.m. departure time.

YOGA

Power Hour Yoga: Leave the busy pace of the conference behind and take an hour out for yourself with this Hatha Vinyasa flow class. The 60 minute practice will focus on the aligning of breath and movement through the exploration of a series of asanas. All levels welcome.

Introduction to Yoga: Designed with the absolute beginner in mind, this seminar will include basic breathing techniques, fundamental yoga concepts, and a detailed breakdown of foundational poses and movement sequences. Upon completion, even the most novice of students would feel comfortable applying what they have learned in the Power Hour Yoga Class.

ZUMBA: Join your colleagues in a fitness class that is sure to get you energized for your conference learning experience. Zumba classes feature rhythms set to high-energy Latin and international beats.

GENDER-NEUTRAL RESTROOMS

Convention Center, 2nd Floor Restroom Next to Room 223

Sheraton, 2nd Floor Restroom Next to Alhambra

A gender-neutral restroom designation means this restroom is open and safe for people of all gender identities and expressions, including those who identify as transgender, gender non-conforming, and genderqueer. Restrooms will be clearly marked as Gender Neutral and not Male or Female.

GRADUATE PREPARATION PROGRAMS FAIR

Monday, 7:15 p.m. – 9:15 p.m.

Sheraton Phoenix A-C

Take this opportunity to view information about graduate preparation programs happening on various college campuses.

HOSPITALITY

Convention Center, North Entrance Foyer

The Hospitality Committee is responsible for welcoming attendees to the conference and assisting conference attendees in maneuvering through the conference program booklet and facilities. In partnership with the Phoenix Convention and Visitors Bureau, volunteers will be available to assist with information on transportation, dining, tours shopping, attractions, events, places of worship, emergency health care information, and much more.

Hours of Operation

Saturday	8:00 a.m. – 5:00 p.m.
Sunday	8:00 a.m. – 4:30 p.m.
Monday	8:00 a.m. – 5:30 p.m.
Tuesday	8:00 a.m. – 5:30 p.m.
Wednesday	8:00 a.m. – 10:00 a.m.

HOTEL CONTACT NUMBERS

Holiday Inn Express	(602) 452-2020
Hotel San Carlos	(866) 253-4121
Hyatt Regency Phoenix	(602) 252-1234
Renaissance Phoenix Downtown	(602) 333-0000
Sheraton Phoenix Downtown Hotel	(602) 262-2500
Spring Hill Suites Phoenix Downtown	(602) 307-9929
The Westin Phoenix Downtown	(602) 429-3500

LOST AND FOUND

If you find articles left behind by other conference attendees, please bring items to NASPA Headquarters in Convention Center 223. Articles not claimed by 10:00 a.m. Wednesday will be shipped back to the NASPA office in Washington, DC, and held for 30 days.

NAME BADGES

Name badges are required at all times in order to obtain access to educational sessions and events. Any person without a name badge may be excluded from entrance into conference activities. Lost or damaged name badges can only be replaced at on-site registration. *Lanyards sponsored by publicidentity.*

NASPA AWARDS LUNCHEON

Tuesday, 12:00 p.m. – 1:30 p.m.

Sheraton, Valley of the Sun C-E (Tickets are required.)

The annual NASPA Awards Luncheon is a special opportunity to pay tribute to the individuals who have distinguished themselves by virtue of their service to and accomplishments in the student affairs profession or NASPA. For information on the awards and honorees, please see page 18.

NASPA COMMUNITY FAIR

Monday, 7:15 p.m. – 9:15 p.m.

Sheraton Phoenix A-C

This festive event consists of informative and interactive tables for the NASPA Knowledge Communities, Regions, Divisions, 2013 Conference, and the Graduate Preparation Programs Fair. Come and learn how to get more involved with NASPA, connect with colleagues and friends, and even leave with a free gift or two!

NASPA FOUNDATION SILENT AUCTION

Convention Center, 2nd Floor, Across from 222

Support the NASPA Foundation and its commitment to the support of research in the student affairs profession. Bid on an exciting array of university items, professional services, travel specials, and more! Bids will be taken until 2:00 p.m. on Tuesday, after which winning bidders will be notified and will need to pick up their items by Wednesday at 10:00 a.m.

Hours of Operation

Sunday	1:00 p.m. – 5:00 p.m.
Monday	8:00 a.m. – 5:00 p.m.
Tuesday	8:00 a.m. – 2:00 p.m.

NASPA HEADQUARTERS

Convention Center 223

NASPA Headquarters serves as a general resource for conference-related issues, including schedule changes, accommodations for persons with special needs, and lost and found.

NASPA MOBILE APP

Please visit www.naspa.org/conf/app to download NASPA's conference mobile application, enabling you to view the event schedule, exhibitors, speakers, sponsors, floor plans, instant alerts, and more...right on your mobile phone. In addition to native applications for iPhone, Android, and Blackberry, a web-based application is available for any web-enabled phone. The mobile app allows you to create personalized lists (MySchedule, MyBooths, MyCity) to maximize your time at the event, and is enhanced with TripBuilder's award-winning places to eat and visit recommendations and mapping functionality to make sure you get the most out of your time in Phoenix.

OPENING SESSION AND FIESTA RECEPTION

Sunday, 5:00 p.m. – 7:00 p.m. (Fiesta Reception, 7:00 – 9:00 p.m.)

Convention Center, 120A-D (Reception in Exhibit Hall)

Join us as we celebrate the opening of the 2012 NASPA Annual Conference. NASPA President Patricia Telles-Irvin and Conference Chair Larry Roper will welcome attendees, followed by a keynote by recording artist, concert performer, and philanthropist John Legend. The opening fiesta reception will immediately follow the session.

PROFESSIONAL COMPETENCIES

As part of the NASPA Professional Standards Division's continuing efforts to assist in making professional development experiences more intentional and purposeful, all of NASPA's professional development events utilize the Professional Competency Areas for Student Affairs Practitioners. The following chart is designed to visually assist conference attendees in shaping their professional development experience around the competencies. Before the educational session abstracts for each time block, you will find a chart indicating which sessions correspond with each competency.

	Advising and Helping
	Assessment, Evaluation, and Research
	Equity, Diversity, and Inclusion
	Ethical Professional Practice
	History, Philosophy, and Values
	Human and Organizational Resources
	Law, Policy, and Governance
	Leadership
	Personal Foundations
	Student Learning and Development

PROGRAM CHANGES AND UPDATES

Beginning Saturday, any changes and updates to programming and schedules should be submitted to NASPA Headquarters by 4:00 p.m. on the day prior to the requested change. Updates will be pushed to conference attendees each morning through the NASPA mobile application.

REGIONAL RECEPTIONS

Monday, 9:00 p.m. – 11:00 p.m.

Sheraton

Conference attendees are encouraged to join other colleagues from their region for great networking opportunities and catching up with old friends!

Region I	Valley of the Sun E
Region II	Valley of the Sun D
Region III	Paradise Valley
Region IV-E	Deer Valley
Region IV-W	Encantanto B
Region V	Encantanto A
Region VI	Valley of the Sun C

REGISTRATION

Convention Center, 2nd Floor, Across from 223

All individuals must check in to receive their name badge and conference materials. Name badges are required to attend all sessions and major events. If you have already pre-registered for the conference and do not have a balance due, you should check-in on the pre-registered side. If you are registering for the first time, need to pay any balance due, or renew your membership, you should check in at onsite registration.

Hours of Operation

Saturday	8:00 a.m. – 5:00 p.m.
Sunday	8:00 a.m. – 5:30 p.m.
Monday	8:00 a.m. – 5:00 p.m.
Tuesday	8:00 a.m. – 12:00 p.m.

SERVICE PROJECT

Saturday, 8:30 a.m. – 12:00 p.m.

Hyatt Lobby (8:15 a.m. Meeting Location)

Participants will assist Phoenix Day, a local nonprofit that provides quality early childhood education, beautify the grounds of its community garden. Pre-registration was required.

SMOKING

The Convention Center and all conference hotels are smoke-free environments. Smoking is permitted in designated areas only.

SUSTAINABILITY

The Conference Planning Committee has worked to reduce our environmental impact and asks for your assistance. Please use the available recycling stations, fill your reusable water bottles at available water stations, turn off lights when not needed in your hotel room, use the linen reuse services in all hotels, and take advantage of public transportation (or walk). Also, don't forget to re-use your conference bags as you do your shopping when you return home.

TALENT SHOW AND DANCE PARTY

Tuesday, 9:00 p.m. – 11:00 p.m. Talent Show

Tuesday, 11:00 p.m. – 1:00 a.m. Dance Party

Sheraton, Phoenix A-C

Join your colleagues during this fun-filled and entertaining night featuring an array of great talent. Help pick the winner by using the audience response system to vote for your favorite act. Dance party immediately follows!

"TELL ME ABOUT NASPA" PROGRAM

First-time attendees, undergraduate and graduate students, and those new to the student affairs profession will be given a ribbon reading, "Tell Me About NASPA." Current and past NASPA leaders and conference veterans are encouraged to reach out to these attendees and "tell them about NASPA."

VOLUNTEER HEADQUARTERS

Convention Center, North Entrance Foyer

Volunteers are critical to the success of the conference! Join the volunteer team and enjoy an opportunity to network, spend time with colleagues, and make the most of your conference experience. Volunteering is simple, and works around your schedule, making it easy for you to participate as a typical conference attendee. Make plans to stop by and commit at least a few hours of your time. Conference volunteers will be easily identified by blue volunteer vests.



NASPA is its members, and with more than 13,000 of you, there are numerous opportunities to get involved! Perhaps you're interested in writing for NASPA, helping to plan a regional professional development event, or mentor a future student affairs professional. There is always something going on! To assist with finding meaningful volunteer opportunities regionally, nationally, and internationally, NASPA encourages you to visit Volunteer Central at <http://www.naspa.org/about/volunteer.cfm>.

Featured Speakers

Sunday, March 11

5:00 p.m. – 7:00 p.m.



John Legend

Featured Speaker Sponsored in part by:



Opening Speaker **John Legend**

Convention Center 120A-D

Introduced by Sonnaly Khouanphet, University of Utah

Recording artist, concert performer, and philanthropist **John Legend** has won nine Grammy awards and was named one of Time magazine's 100 most influential people. In his Time 100 tribute to Legend, Quincy Jones explained "He is a genius...and we've seen only the tip of the iceberg. For all that he has already achieved in his career, it is going to be fun watching where he goes from here."

Throughout his career, Legend has worked to make a difference in the lives of others. In 2007, he launched the Show Me Campaign, an initiative that uses education to break the cycle of poverty. For his efforts, Legend was awarded the 2010 BET Humanitarian of the Year award, the CARE Humanitarian Award for Global Change in June 2009, and the 2009 Bishop John T. Walker Distinguished Humanitarian Service Award by Africare.

Legend sits on the boards of The Education Equality Project, Teach for America, and the Harlem Village Academies, and co-chairs the Harlem Village Academies' National Leadership Board. He is the national spokesperson for Management Leadership for Tomorrow, a non-profit organization that assists the next generation of minority business leaders. In 2007, John was named spokesman for GQ Magazine's "Gentlemen's Fund," an initiative to raise support and awareness for five cornerstones essential to men: opportunity, health, education, environment, and justice. He is also a member of the board of directors of PopTech, a unique innovation network with a mission to accelerate the positive impact of world-changing people, projects, and ideas.

Monday, March 12

10:30 a.m. – 11:45 a.m.



Dan Choi

Dan Choi

Convention Center 120AB

Introduced by Mandi Schweitzer, Texas A&M University

On March 19, 2009, **Lt. Dan Choi**, a West Point graduate and Iraq veteran fluent in Arabic, announced that he was gay on The Rachel Maddow Show. Because of three words – "I am gay" – Lt. Choi's life changed forever. Despite his extreme value as an Arabic speaker able to communicate quickly and clearly with the Iraqi people, one month after his announcement, Lt. Choi was notified that the Army had initiated discharge proceedings against him.

At West Point, Lt. Choi recited the Cadet Prayer every Sunday. It taught him to "choose the harder right over the easier wrong" and to "never be content with a half truth when the whole can be won." The Cadet Honor Code demanded truthfulness and honesty. It imposed a zero-tolerance policy against deception, or hiding behind comfort. After serving for a decade under "Don't Ask, Don't Tell," that is why Lt. Choi refused to continue to lie about his identity.

After unsuccessful appeals, the military board discharged Lt. Choi for violation of "Don't Ask Don't Tell." The following year, on November 15, 2010, Choi attended the bill signing that would repeal "Don't Ask Don't Tell" and restore the honor of service to millions of American veterans unjustly punished for their integrity. Lt. Choi continues to advocate for full LGBT civil rights and veteran's health.

Monday, March 12

2:45 p.m. – 4:00 p.m.



**Consuelo Castillo
Kickbusch**

Consuelo Castillo Kickbusch

Convention Center 120AB

Introduced by Virginia Do, University of California, San Diego

For the last ten years **Consuelo Castillo Kickbusch** has dedicated her life to empowering a new generation of Hispanic leaders and has worked with more than one million children and their parents through Educational Achievement Services, Inc. (EAS), a company she founded in 1994.

Born and raised along the border in a small barrio in Laredo, Texas, Kickbusch is all too familiar with the challenges of poverty, discrimination, and illiteracy. Although she grew up without material wealth, she learned through valuable lessons taught by her immigrant parents that she was rich in culture, tradition, values, and faith.

The values she learned as a child were reinforced throughout her career in the U.S. Army, during which time she broke barriers and set records in the military, becoming the highest-ranking Hispanic woman in the Combat Support Field of the U.S. Army. After two decades of service, she retired, choosing to honor her mother's dying wish to get back to her roots and become a community leader. In 1996, Kickbusch dedicated her time to operating Educational Achievement Services, Inc. and fulfilling her mission of preparing tomorrow's leaders today.

In 1998, Kickbusch and a team of educators created the Family Leadership Institute (FLI)--a multi-faceted educational program focused on providing immigrant/migrant Hispanic families with knowledge, tools, and inspiration to help their first- and second-generation children succeed in school and in life.

Kickbusch's dedication has garnered her numerous awards and citations from educational institutions, government agencies, professional organizations, as well as the national media.

Tuesday, March 13

10:15 a.m. – 11:45 a.m.



Trish Downing

Trish Downing

Convention Center 120AB

Introduced by Damaris Sargent, Eastern Michigan University

Trish Downing was always passionate about playing sports. Her professional life was immersed with sports, as well, as she earned a master's degree in sports management and worked at the Olympic Training Center in Colorado Springs, Colorado. She was the press officer for the USA Table Tennis team at the 17 World University Games in Italy. On September 17, 2000, while training on her bicycle, Downing's life was changed forever when she was hit head-on by a car. Suffering a chest-level spinal cord injury, Downing was paralyzed from the chest down. When Trish was released from the hospital four months later, she knew she still had her whole life ahead of her, and she committed to live it to the fullest.

As the second female wheelchair racer (and the first female paraplegic) to complete an Ironman distance triathlon, Downing remains a world-class athlete. While her injury changed the means through which she competes, it did not take away her desire to challenge her body and mind toward new achievements in sports and life.

Featured Speaker Sponsored in part by:

t.jelke
SOLUTIONS

Wednesday, March 14

9:45 a.m. – 11:15 a.m.



Bill Richardson

Closing Speaker

Bill Richardson

Convention Center 120AB

Introduced by Jenni Kraft, Texas State University- San Marcos

Bill Richardson completed his second term as Governor of New Mexico in December 2010. Since entering life as a private citizen, Governor Richardson was named chairman of APCO Worldwide's executive advisory service Global Political Strategies (GPS) and Special Envoy for the Organization of American States (OAS), adding another platform for peace and reconciliation initiatives within the Western hemisphere.

Governor Richardson served for 15 years in northern New Mexico representing the 3rd Congressional District prior to being elected Governor in 2002 and re-elected in 2006 with the support of 69 percent of voters, representing the largest margin of victory for any Governor in state history. Governor Richardson served in 1997 as the U.S. Ambassador to the United Nations, and in 1998, he was unanimously confirmed by the U.S. Senate as Secretary of the U.S. Department of Energy. Richardson has been nominated several times for the Nobel Peace Prize.

Prior to being elected governor, Bill Richardson enjoyed a very successful and fulfilling career in public service, academia, and the private sector. In 2001, Richardson assumed the chairmanship of Freedom House, a private, non-partisan organization that promotes democracy worldwide. He also worked as a business consultant in Santa Fe and served on several boards including the Natural Resource Defense Council and United Way International.

Featured Educational Sessions

The 2012 NASPA Annual Conference Committee and the Program Committee invited several program presenters to share their work in student affairs and higher education with the 2012 conference theme of Ignite Leadership Influence Change. Please view full session descriptions online, in mobile app, or within the appropriate time block's abstracts.

The Leadership University: Creating a Culture of Leadership Development

Monday, March 12

8:30 a.m.–9:45 a.m.

Convention Center 120AB



Steve Ballard

Moderated by Judy Rogers,
Miami University
Steve Ballard, East Carolina University
Virginia Hardy, East Carolina University

Knowing Our Students: Patterns of Change Over 45 Years

Tuesday, March 13

8:30 a.m.–9:45 a.m.

Convention Center 120AB



John Pryor

John Pryor, Higher Education Research Institute

NASPA Purposeful Sharing

Monday, March 12

2:45 p.m.–3:45 p.m.

Convention Center 127B

Moderated by Will Simpkins, CUNY – John Jay College and **Tonantzin Oseguera,** University of California, Riverside

Title IX and the Dear Colleague Letter

Tuesday, March 13

3:15 p.m.–4:30 p.m.

Convention Center 120AB

Jim Long, U.S. Department of Education, Office for Civil Rights

Highlighted Programs for Various Constituent Groups

Visit the NASPA website for highlighted programs for all levels from graduate students to SSAOs. Under the NASPA Annual Conference, visit the webpage titled **Constituent Group Program Highlights** and download the PDF of your interest area.

The Changing Nature of Student Demonstrations

Monday, March 12

4:00 p.m.–5:15 p.m.

Convention Center 120AB

Moderated by Tonantzin Oseguera, University of California, Riverside
Robert Naples, Associate Vice Chancellor Student Affairs, University of California, Los Angeles
Rameen Talesh, Assistant Vice Chancellor Student Affairs, University of California, Irvine
Joe Virata, Director of Diversity Initiatives, University of California, Riverside
Christina Gonzalez, Associate Dean of Students, University of California, Berkeley
Harry LeGrande, Vice Chancellor of Student Affairs, University of California, Berkeley
Griselda Castro, Assistant Vice Chancellor of Student Affairs, University of California, Davis



TECHNOLOGY “UN”SESSIONS

Convention Center 229A

In an effort to facilitate increased understanding in the area of technology and its integration within student affairs, NASPA is once again hosting Technology “Un”sessions: peer-led sessions allowing attendees to learn from one another and delve deeper into conversations around technology.

MONDAY, MARCH 12

8:45 a.m.–9:30 a.m.

Crowd-Sourced Information

10:30 a.m.–11:15 a.m.

Hashtags to Handles: Maximizing #NASPA12 through Twitter
(repeat of Sunday session)

2:45 p.m.–3:30 p.m.

Identity 2.0

TUESDAY, MARCH 13

10:15 a.m.–11:00 a.m.

Crowd-Sourced Information

1:45 p.m.–2:30 p.m.

The Newest Fad? Google Plus to Pinterest

3:00 p.m.–3:45 p.m.

Social Media: Advanced Uses, Tips, and Strategies for Student Affairs Professionals

Highlighted Association Programs

Connecting the Best People with the Best Positions: The Placement Exchange

Monday, March 12, 8:45 a.m.–9:45 a.m.
Convention Center 221BC

35 Years of Scholarship Through the NASPA Hardee Dissertation-of-the-Year Award

Monday, March 12, 10:30 a.m.–11:30 a.m.
Convention Center 227A

How to Submit a Program to the 2013 NASPA Annual Conference

Monday, March 12, 10:30 a.m.–11:30 a.m.
Convention Center 121C

How to Secure a Research Grant through the NASPA Foundation

Monday, March 12, 1:00 p.m.–2:00 p.m.
Convention Center 126C

NASPA Purposeful Sharing

Monday, March 12, 2:45 p.m.–3:45 p.m.
Convention Center 127B

Navigating NASPA: An “Insider’s Guide” to the Association

Monday, March 12, 4:00 p.m.–5:00 p.m.
Convention Center 124B

NASPA Research and Scholarship Agenda for the Student Affairs Profession

Tuesday, March 13, 8:30 a.m.–9:30 a.m.
Convention Center 127B

NASPA Foundation – Moving the Profession Forward

Tuesday, March 13, 10:15 a.m.–11:15 a.m.
Convention Center 126C

NASPA Hardee Dissertation-of-the-Year: Figuring it out: A Grounded Theory of College to Post-college Transition

Tuesday, March 13, 2:00 p.m.–3:00 p.m.
Convention Center 227A

So, What Exactly is the NASPA Case Study Competition?

Tuesday, March 13, 2:00 p.m.–3:00 p.m.
Convention Center 228B

Pathways and Possibilities: The Balancing Act of Women Leaders in Student Affairs

Tuesday, March 13, 3:15 p.m.–4:15 p.m.
Convention Center 132B

HIGHLIGHTED PROGRAMS AND EVENTS FOR SENIOR STUDENT AFFAIRS OFFICERS

A full listing of programs designated for SSAOs can be found on the NASPA Annual Conference section of the NASPA website.

SSAO Lounge

Saturday–Tuesday, 8:00 a.m.–5:00 p.m.
Wednesday, 8:00 a.m.–10:00 a.m.

SSAOs are welcome to visit the SSAO Lounge for informal gatherings with colleagues. Sponsored by National Panhellenic Conference/North-American Interfraternity Conference and On Campus Marketing. The SSAO Lounge furniture is provided by Adden Furniture and the SSAO gift is sponsored by Eco Promotions.

SSAO Think Tank: Optimizing and Enhancing Real Change: SSAO as a Strategic Change Agent A

Prior registration is required for participation. Accepted participants should check their email for times and location. Sponsored by the James E. Scott Academy, the SSAO Think Tank brings together 20 SSAOs during four conference sessions. The results of the Think Tank will be published in the fall edition of Leadership Exchange magazine.

NASPA SSAO Reception

SSAOs only. Prior RSVP Required.
Monday, March 12, 4:00 p.m.–5:15 p.m.
Sheraton Valley of the Sun (C)
Join your colleagues for a Senior Student Affairs Officer Reception. Take some time out of the busy conference schedule to network with your SSAO colleagues. Sponsored by EdR.

The Student Affairs Imperative: An Assessment of Our Future

Monday, March 12, 10:30 a.m.–11:30 a.m.
Convention Center 128B

Influencing Student Affairs and Academic Affairs Partnerships Through Formal Alignment

Monday, March 12, 1:00 p.m.–2:00 p.m.
Convention Center 227B

Regional Business Meetings

Monday, March 12, 5:30 p.m.–6:30 p.m.
Please see the Monday daily schedule for locations.

Public Policy Breakfast Briefing – The Attainment Agenda and Student Affairs

Tuesday, March 13, 7:30 a.m.–8:45 a.m.
Convention Center 124B

Partnerships: Student Affairs and Auxiliary Services

Tuesday, March 13, 8:30 a.m.–9:30 a.m.
Convention Center 126C

Town Hall Meeting: Setting NASPA’s Public Policy Agenda

Tuesday, March 13, 10:15 a.m.–11:15 a.m.
Convention Center 124B

FERPA Overview and Update

Tuesday, March 13, 11:30 a.m.–12:30 p.m.
Convention Center 124B

Exclusively for SSAOs – What SSAOs Need to Know from Washington: The Policy Landscape for 2012

Tuesday, March 13, 2:00 p.m.–3:00 p.m.
Convention Center 232C

NASPA Annual Business Meeting

Tuesday, March 13, 4:45 p.m.–5:45 p.m.
Convention Center 125

HIGHLIGHTED PUBLIC POLICY PROGRAMS

Public Policy Division Meeting

Sunday, March 11, 10:00 a.m.–11:30 a.m.
Sheraton Coronado

Shaping the Agenda: Current Issues in Public Policy

Monday, March 12, 10:30 a.m.–11:30 a.m.
Convention Center 131B

Shaping Change: Public Policy Leadership on Campuses

Monday, March 12, 1:00 p.m.–2:00 p.m.
Convention Center 221BC

Public Policy Breakfast Briefing – The Attainment Agenda and Student Affairs

Tuesday, March 13, 7:30 a.m.–8:45 a.m.
Convention Center 124B

A robust public agenda recognizing the necessity of increasing the nation's postsecondary attainment has emerged in recent years. Supported by constituents of higher education including federal and state officials, business interests, labor and civil rights organizations, institutional leaders, and student advocates, this 'attainment agenda' has resulted in an array of initiatives designed to engage a larger and more diverse U.S. population in college going. Identifying what these initiatives are, and the implications for student affairs practitioners, is the intent of this year's NASPA Public Policy Breakfast. Representatives from the Institute for Higher Education Policy, a Washington, DC-based think tank, will discuss the opportunities and challenges of the attainment agenda for student affairs professionals, relating ongoing policy conversations to the practice of educating the students of today and planning for the students of tomorrow.

Town Hall Meeting: Setting NASPA's Public Policy Agenda

Tuesday, March 13, 10:15 a.m.–11:15 a.m.
Convention Center 124B

ADA Compliance—U.S. Department of Education Update

Tuesday, March 13, 11:30 a.m.–12:30 p.m.
Convention Center 138B

FERPA Overview and Update

Tuesday, March 13, 11:30 a.m.–12:30 p.m.
Convention Center 124B

Exclusively for SSAOs – What SSAOs Need to Know from Washington: The Policy Landscape for 2012

Tuesday, March 13, 2:00 p.m.–3:00 p.m.
Convention Center 232C

Title IX and the Dear Colleague Letter

Tuesday, March 13, 3:15 p.m.–4:30 p.m.
Convention Center 120AB

HIGHLIGHTED FACULTY PROGRAMS

NASPA President's Breakfast for Faculty

Monday, March 12, 7:00 a.m.–8:15 a.m.
Sheraton Paradise Valley

Emerging Scholars: A NASPA Faculty Fellows Research Symposium

Monday, March 12, 11:45 a.m.–12:45 p.m.
Convention Center 132A

Foundations for Teaching Excellence

Monday, March 12, 2:45 p.m.–3:45 p.m.
Convention Center 127C

Technology and Teaching Excellence

Monday, March 12, 4:00 p.m.–5:00 p.m.
Convention Center 127C

NASPA Research and Scholarship Agenda for the Student Affairs Profession

Tuesday, March 13, 8:30 a.m.–9:30 a.m.
Convention Center 127B

Dreams Deferred: Undocumented Students in Higher Education

Tuesday, March 13, 10:15 a.m.–11:15 a.m.
Convention Center 122A

The Q-List: A Faculty Fellows Research Agenda for the Student Affairs Profession

Tuesday, March 13, 3:15 p.m.–4:15 p.m.
Convention Center 225B

NASPA PUBLICATION SESSIONS

So You Think You Can Write?

Saturday, March 10, 9:00 a.m.–4:00 p.m.
Sheraton Camelback (A)

Scholarship in Student Affairs: A JSARP Authors' Discussion

Monday, March 12, 10:30 a.m.–11:30 a.m.
Convention Center 126A

A Legacy of Voice and Relevance: Reflections of Asian American and Pacific Islander Executives

Tuesday, March 13, 10:15 a.m.–11:15 a.m.
Convention Center 127B

Publishing in NASPA's Scholarly Journals

Tuesday, March 13, 11:30 a.m.–12:30 p.m.
Convention Center 231A

You Can Do It: Writing for Professional Publication

Tuesday, March 13, 3:15 p.m.–4:15 p.m.
Convention Center 221BC

From Authorship to Action: An Empowering AAPI Journey for Change

Tuesday, March 13, 3:15 p.m.–4:15 p.m.
Convention Center 128A

Opportunities to Engage

When the NASPA Board of Directors made the decision to keep the 2012 NASPA Annual Conference in Arizona, it was with the intent and promise of engaging difficult issues in the way that those of us in student affairs do every day. There is a great educational value to NASPA's being in Arizona, and the 2012 NASPA Annual Conference Planning Committee looks forward to truly enacting its theme to **Ignite Leadership Influence Change**. How we present ourselves as an association within a political environment, recognizing we have members whose political ideologies span the spectrum could not be more important.

COMMUNITY SERVICE PROJECT: PHOENIX DAY,

Saturday, 8:30 a.m. – 12:00 p.m.

Hyatt Lobby (8:15 a.m. Meeting Location)

Participants will assist Phoenix Day, a local nonprofit that provides quality early childhood education, beautify the grounds of its community garden. Pre-registration was required.

ARTWORK DISPLAY

Local artists, as well as our very own NUFP Alum Claudia Ramirez Islas, will be displaying some of their extremely powerful and meaningful artwork in the exhibit hall. Artwork by Ramirez Islas will be on display throughout the conference. Produced as part of her senior art project, the goal of the artwork is to serve as a catalyst to shed new light on a controversial and heated topic that has directly and indirectly impacted the lives of many people all over the world. Through her artwork and public forums, Ramirez Islas is working to educate on topics of immigration regarding deportation, working class immigrants, the hardships of crossing the U.S. borders, the DREAM Act, human rallies, new immigration laws, and other topics illustrated through her paintings. Ramirez Islas will be on-hand during scheduled times to talk about her pieces and answer any questions.

The **TUNNEL OF OPPRESSION** is designed to create an awareness of different types of oppression, and its effects, within society and the campus community. The primary goal of the Tunnel is to create an experiential program for students, faculty and staff. The program challenges the senses and feelings of participants in a safe environment and by incorporating such issues like race, body image, domestic violence, and hate speech. The NASPA experience will allow participants to view the various components and expose them to different kinds of oppression, including racism, homophobia, sexism, ableism, classism, and anti-Semitism and provide information on sponsoring the Tunnel on individual campuses.

The Tunnel will be open from **10:00 a.m.–2:00 p.m.** on **Monday, March 12, and Tuesday, March 13** in **Sheraton Valley of the Sun (A-B)**. Tours will occur every hour with processing sessions at the end of each tour. There will be a **3:00 Informational Session** at the end of each day providing more detailed specifics on sponsoring the Tunnel on your campus. This session will allow for a more detailed question and answer period on sponsoring the Tunnel.

The **DISABILITY HISTORY EXHIBIT** chronicles 3,500 years of seldom-told history. From antiquity to the present, the exhibit brings viewers through an illustrated timeline that shows society's attitudes and how these affected the lives of people with disabilities. The treatment of people with disabilities is approached from multiple angles including a moral, medical and social perspective.

CANDLELIGHT VIGIL FOR SOCIAL JUSTICE AND CHANGE

Tuesday, March 13, 8:00 p.m.–9:00 p.m.

3rd Street (immediately outside of Convention Center North Entrance)

Join your colleagues and NASPA and community leaders in raising awareness regarding the implications of legislation for students, staff, and higher education more broadly.

FEATURED SPEAKERS (see pages 6–8)



John Legend



Dan Choi



Consuelo Castillo
Kickbusch



Trish Downing



Bill Richardson

Educational Sessions

MONDAY, MARCH 12		TUESDAY, MARCH 13	12:45 p.m.–1:45 p.m.	
8:45 a.m.–9:45 a.m.		8:30 a.m.–12:00 p.m.	Soy AB 540: Californian Undocumented Student Identity Development Convention Center 132C	
SB 1070: The Impact Two Years Later Convention Center 226A		POSTER SESSION: Community-based Participatory Research: An Inclusive Change Model Convention Center 224AB	3:15 p.m.- 4:15 p.m.	
10:30 a.m.–11:30 a.m.		8:30 a.m.–9:30 a.m.	Undocumented. Unsupported. Unacceptable. Convention Center 122A	
Racial Justice in the Immigration Debate on College Campuses Convention Center 228A		Supporting the Dreams of Undocumented Students Convention Center 228A	WEDNESDAY, MARCH 14	
11:45 a.m.–12:45 a.m.		10:15 a.m.–11:15 a.m.	8:30 a.m.–9:30 a.m.	
Making Them Visible: Microaggressions and Multiracial Students Convention Center 131C		Crossing Over: Immigrant Stories of Body, Heart, and Soul Convention Center 131A	Bringing Socioeconomic Class Into Our Consciousness Convention Center 126A	
Changing Campus Climate to Support LGBTQ Students Convention Center 121B		Dreams Deferred: Undocumented Students in Higher Education Convention Center 122A	Microaggressions and the Latino/a Campus Experience in Arizona Convention Center 229B	
2:45 p.m.–3:45 p.m.		11:30 a.m.–12:30 p.m.		
Immigrant Youth Perspectives on Identity and College Access Convention Center 132C		Bystander Intervention: Application to Combat Racism and Homophobia Convention Center 127C		
NASPA Purposeful Sharing Convention Center 127B		Effects of Racial Microaggressions on Asian American Students Convention Center 226A		
Rejecting Religious Homophobia: Lesbian and Gay Student Voices Convention Center 124A				

Look for the following upcoming professional development opportunities from NASPA:

June 7-9, 2012

NASPA Assessment and Persistence Conference

July 12-14, 2012

Student Affairs Development Conference

October 7-10, 2012

Institute for New Senior Student Affairs Officers

October 25-27, 2012

#NASPAtech-Student Affairs Technology Conference

December 6-8, 2012

NASPA Student Affairs Law and Policy Conference

December 9-11, 2012

Leadership Educators Institute

January 17-19, 2012

NASPA Mental Health Conference

NASPA Alcohol and Other Drug Intervention and Prevention Conference

Knowledge Community Sponsored Programs

Each of the NASPA Knowledge Communities (KCs) has the opportunity to sponsor programs at the conference that reflect their focus in student affairs. KCs provide opportunities for professionals with similar interests to explore topics for discussion and debate, to exchange programming ideas, and to focus on issues for consideration by the NASPA Board of Directors. Participation is open to any NASPA member. More information is available at the NASPA Community Fair, Monday, March 12, from 7:15–9:15 p.m., Sheraton Phoenix A-C

Administrators in Graduate and Professional Student Services

- 037 Graduate Student Orientation: From Development to Assessment

African American

- 069 Facilitation Tools of Social Justice Allies
- 174 African American College Athletes: Exploring Campus Involvement
- 399 Be Gay...Just Not Here: Challenges of Black Gay Men at HBCUs

Alcohol and Other Drug

- 026 Critical MASS: Leaders Mentoring Students for Behavior Change
- 315 From Alcohol and Other Drug Practice to Policy: Lessons Learned and Practical Advice

Asian Pacific Islanders

- 020 Building Allies for the Asian American Student Community
- 127 To Advance Knowledge of AAPIs in Higher Education
- 297 "Count Me In!": AAPI Student Leadership for Social Change

Assessment, Evaluation, and Research

- 083 Strategic Assessment Planning: Engaging The Transforming Campus
- 197 Mixing Methods in Student Affairs Research and Assessment
- 335 Where Does Assessment Fit on Your Professional Competency Map?

Campus Safety

- 031 Emergency Response Teams on Campus
- 160 Our Critical Responders: Educating our Frontline Staff
- 321 Legal Update: Law and Regulatory Review for Senior Administrators

Disability

- 108 How Life Stories of Students with Disabilities Reframes our Work
- 248 Universal Design in Policy Development: A Paradigm Shift
- 390 Inclusive Colleges for Students with Intellectual Disabilities

Fraternity & Sorority

- 024 Conversations Creating Change, Social Class and Fraternity Life
- 217 Can We All Get Along: A Joint Fraternity and Sorority Council
- 417 GreekConnect: Stoking Fraternity Passion in the United Kingdom

Gay, Lesbian, Bisexual & Transgender Issues

- 099 Changing Campus Climate to Support LGBTQ Students
- 291 Transgender 101: Understanding a Growing Campus Population
- 445 When Black Gay Men Interact with Church and College

Health in Higher Education

- 027 Driving Student Leadership to Shift the Campus Wellness Culture
- 232 Legacy of Life for Healthy Transitions and Futures
- 429 National Prevention Strategy: Increasing Wellness and Equity

Indigenous Peoples

- 058 A Vision: The Native American Fraternity and Sorority Movement
- 234 Multiple Identity Dimensions of American Indian College Students
- 314 Examining "Rational Myths" and Native American College Students

International Education

- 109 Igniting a Global Understanding of Student Services
- 268 Global Learning Outcomes in Higher Education

Latino/a

- 078 Racial Justice in the Immigration Debate on College Campuses
- 131 With My Daughter to ASU: A Model of Latina Student Outreach
- 480 Undocumented. Unsupported. Unacceptable.

Men and Masculinities

- 034 Examining Productive Masculinities Among Undergraduate Men
- 212 The Ultimate Man: Using Leadership to Save the All-male Hall
- 432 Removing "Mask"ulinity's Mask: Healthy Masculinity Development

MultiRacial

- 110 Making Them Visible: Microaggressions and Multiracial Students
- 386 Fostering Inclusive Environments for Bi/multiracial Students

New Professionals & Graduate Students

- 060 Be Strategic: Shape Your Student Affairs Career!
- 192 Inclusion 101 Workshop Activities—A Training Guide
- 419 Igniting Leadership Through Meaningful Mentoring Relationships

Parent and Family Relations

- 210 The Always-changing, Ever-evolving Field of Parent Involvement
- 270 Ignite Leadership by Understanding Parents of College Students
- 430 Parent Involvement and Student Development: A Four-year Study

Spirituality and Religion in Higher Education

- 067 Deconstructing the Perceived Prevalence of Christian Privilege
- 079 Recharging the Meaning of Mentorship: A NUFP Cohort Model Experience
- 382 Cultivating Interfaith Cooperation on Campus

Student Affairs Professionals Working In and With Academic Affairs

- 199 My Prof Sucks: Educating for Student-Faculty Conflict Resolution
- 319 Key Leadership of Student Success: Community Influence on Change
- 385 First to Know: Advising Students in Psychological Distress

Student Leadership Programs

- 050 Students' Understandings of Leadership: Definitions and Context
- 175 Applying Principles of Improvisation to Ignite Leadership
- 415 Experiences of College Student Women in Top Leadership Roles

Sustainability

- 095 A Dialogue on Sustainability Leadership in Student Affairs
- 226 Growing Green: Cultivating Graduate Students Through Gardens

Technology

- 241 Staff Efficiency for the Millennial Generation
- 278 Online Accessibility: What Higher Education Must Understand

Veterans

- 185 Engaging a University in a Center of Excellence for Veterans
- 422 Joint Operations: Working Together to Support Student Veterans

Women in Student Affairs

- 074 How Women Lead: Approaches of three community college leaders
- 247 The Gender Research Project: A Student Empowerment Program
- 352 Help for the Journey: Thriving Among SistaDocs



Throughout the program book, you will see The Placement Exchange logo near educational sessions that pertain to career and job searching in the student affairs profession. The Placement Exchange Committee selected these educational sessions in order to help participants manage careers, as well as the placement process. Look for the icon to help make selections if you are interested in expanding your knowledge about the next steps in your career!

Monday, March 12

#	Time	Title	Room
035	8:45 a.m.–9:45 a.m.	Exploring Students' Decision to Attend a Student Affairs Program	Convention Center 226B
060	10:30 a.m.–11:30 a.m.	Be Strategic: Shape Your Student Affairs Career	Convention Center 131C
087	10:30 a.m.–11:30 a.m.	The First 90 Days for Women—Imagining the Opportunities	Convention Center 225A
135	1:00 p.m.–2:00 p.m.	Beyond Job One: Bridging the Gap into Mid-level Management	Convention Center 132B

Tuesday, March 13

#	Time	Title	Room
329	10:15 a.m.–11:15 a.m.	Socializing New Professionals: Leading the Way to a Smooth Entry	Convention Center 231C
341	11:30 a.m.–12:30 p.m.	Can You Spare Some Change? Reassessments During the Job Search	Convention Center 232C
399	12:45 p.m.–1:45 p.m.	Rethinking Graduate Education and Training in Student Affairs	Convention Center 132B
444	2:00 p.m.–3:00 p.m.	What's Next? I'm a 5-Year-Old New Professional!	Convention Center 132B
457	3:15 p.m.–4:15 p.m.	Harsh Realities: Change and Challenge as a New Professional	Convention Center 132C
463	3:15 p.m.–4:15 p.m.	Jumping the Chasm: How to Obtain a Director Position	Convention Center 232C

Wednesday, March 14

#	Time	Title	Room
490	8:30 a.m.–9:30 a.m.	Competency, Character, or Experience: Hiring New Professionals	Convention Center 131C



NASPA Undergraduate Fellows Program (NUFP!)

Applications Due: April 26, 2012

The NASPA Undergraduate Fellows Program (NUFP) is a semi-structured mentoring program for undergraduate students designed to increase the number of historically disenfranchised and underrepresented professionals in student affairs and/or higher education, including but not limited to those of racial and ethnic-minority background; those having a disability; and those identifying as LGBTQ.



Need more info before applying? Check out the various websites below to get a taste of what it's like in our NASPA community.



/nufpFB



/NASPAtweets



/NASPAstuaff



Scan me!

www.naspa.org/nufp

Recorded Sessions



Can't be in two places at once? NASPA has once again partnered with Blue Sky Broadcast (BSB) to record a pre-determined selection of approximately 80 educational sessions – indicated throughout the program book with a DVD symbol – during the conference. All recordings will contain audio synchronized with the PowerPoint presentation, along with a photo of the presenter. A DVD of all recordings will be available for purchase during the conference. The NASPA conference recordings desk is located in the Convention Center, on the second floor near the NASPA Bookstore.

Monday, March 12

#	Time	Title	Room
021	8:45 a.m.–9:45 a.m.	Building Tomorrow's Workforce	Convention Center 222C
025	8:45 a.m.–9:45 a.m.	Creating Effective Teams with Team StrengthsQuest	Convention Center 222B
031	8:45 a.m.–9:45 a.m.	Emergency Response Teams on Campus	Convention Center 122A
034	8:45 a.m.–9:45 a.m.	Examining Productive Masculinities Among Undergraduate Men	Convention Center 225B
045	8:45 a.m.–9:45 a.m.	Reducing the Smoke: Including Students in Smoke-free Initiatives	Convention Center 222A
049	8:45 a.m.–9:45 a.m.	Spirituality and College Student Leadership Development	Convention Center 225A
062	10:30 a.m.–11:30 a.m.	Building an Assessment Culture in the Fast Lane	Convention Center 222B
070	10:30 a.m.–11:30 a.m.	From Education to Empowering Change: Going Green on Campus	Convention Center 222C
072	10:30 a.m.–11:30 a.m.	Holistic Programming for Graduate Students	Convention Center 222A
083	10:30 a.m.–11:30 a.m.	Strategic Assessment Planning: Engaging the Transforming Campus	Convention Center 122A
087	10:30 a.m.–11:30 a.m.	The First 90 Days for Women? Imagining the Opportunities	Convention Center 225A
093	10:30 a.m.–11:30 a.m.	The Student Learning Project: Identifying and Measuring Learning	Convention Center 225B
102	11:45 a.m.–12:45 p.m.	Creating Physical Environments that Influence Change	Convention Center 222B
106	11:45 a.m.–12:45 p.m.	Girls in the Wild: Student Affairs Issues in Hollywood Films	Convention Center 222C
119	11:45 a.m.–12:45 p.m.	Serving Undocumented Students: Current Law and Policy	Convention Center 225A
122	11:45 a.m.–12:45 p.m.	Student Learning Through Employment: Supervision Reconsidered	Convention Center 222A
123	11:45 a.m.–12:45 p.m.	Students and Public Policy: Educating for Civic and Political Efficacy	Convention Center 225B
127	11:45 a.m.–12:45 p.m.	To Advance Knowledge of AAPs in Higher Education	Convention Center 122A
136	1:00 p.m.–2:00 p.m.	Bridging the Gap: Connecting Data to Learning Outcomes	Convention Center 222A
146	1:00 p.m.–2:00 p.m.	Decoding Supervision of Service Men and Women	Convention Center 222C
149	1:00 p.m.–2:00 p.m.	From 9/11 to 2011: SSAOs and Leadership Lessons from the Decade	Convention Center 122A
156	1:00 p.m.–2:00 p.m.	Kicking and Screaming: Re-imagining Campus Cross Cultural Affairs	Convention Center 225B
161	1:00 p.m.–2:00 p.m.	Rad, Mad, Sad, Fad, Glad: Leadership for Social Justice Advocacy	Convention Center 222B
169	1:00 p.m.–2:00 p.m.	Using Rubrics in Student Affairs: A Direct Assessment of Learning	Convention Center 225A
175	2:45 p.m.–3:45 p.m.	Applying Principles of Improvisation to Ignite Leadership	Convention Center 225A
177	2:45 p.m.–3:45 p.m.	Association Rights and Free Speech of Student Religious Groups	Convention Center 222B
194	2:45 p.m.–3:45 p.m.	Institutionalizing Academic Integrity: A Best Practice Approach	Convention Center 222A
209	2:45 p.m.–3:45 p.m.	Students in Debt: A Goldmine for Stress on Campus?	Convention Center 222C
210	2:45 p.m.–3:45 p.m.	The Always-changing, Ever-evolving Field of Parent Involvement	Convention Center 122A
211	2:45 p.m.–3:45 p.m.	The Role of Community Coalitions in Prevention Efforts	Convention Center 225B
218	4:00 p.m.–5:00 p.m.	Creating and Maintaining an Emergency Call Center	Convention Center 222A
219	4:00 p.m.–5:00 p.m.	Cultural Appropriation vs. Cultural Appreciation	Convention Center 225B
225	4:00 p.m.–5:00 p.m.	Grow Your Own Leaders: Community College Leadership Development	Convention Center 222C
239	4:00 p.m.–5:00 p.m.	Safety First: What To Do When a Student Threatens You	Convention Center 225A
240	4:00 p.m.–5:00 p.m.	Spiritual Leadership: A Student?Leader Equanimity Study	Convention Center 222B
246	4:00 p.m.–5:00 p.m.	The Effects of Service-Learning on Millennial Students	Convention Center 122A

Tuesday, March 13

#	Time	Title	Room
257	7:30 a.m.–8:30 a.m.	The Rising Hispanic Population: Will They Make It to College?	Convention Center 122A
268	8:30 a.m.–9:30 a.m.	Global Learning Outcomes in Higher Education	Convention Center 225B
273	8:30 a.m.–9:30 a.m.	I'm Not in the LGBT Club: Engaging More LGBT Students on Campus	Convention Center 222B
274	8:30 a.m.–9:30 a.m.	In the Thick of It: The Connection Between Weight and Gender Bias	Convention Center 222A
285	8:30 a.m.–9:30 a.m.	Student Employment is More Than Making Copies	Convention Center 222C
289	8:30 a.m.–9:30 a.m.	Threat Intervention: A Campus Journey in Collaborative Leadership	Convention Center 225A
291	8:30 a.m.–9:30 a.m.	Transgender 101: Understanding a Growing Campus Population	Convention Center 122A
301	10:15 a.m.–11:15 a.m.	Aligning Goals, Practice, and Feedback to Enhance Parent Orientation	Convention Center 222C
309	10:15 a.m.–11:15 a.m.	Developing Holistic Global Citizens Through Focused Assessment	Convention Center 225B
312	10:15 a.m.–11:15 a.m.	Dreams Deferred: Undocumented Students in Higher Education	Convention Center 122A
317	10:15 a.m.–11:15 a.m.	If You Build It, Will They Come? Veterans and Help-seeking	Convention Center 222A
325	10:15 a.m.–11:15 a.m.	Putting Our Best Foot Forward: A View Through Policy and Practice	Convention Center 225A
332	10:15 a.m.–11:15 a.m.	The NASPA/ACUI Student Union Study: Findings and Implications for Practice	Convention Center 222B
339	11:30 a.m.–12:30 p.m.	Be Gay . . . Just Not Here: Challenges of Black Gay Men at HBCUs	Convention Center 225B
344	11:30 a.m.–12:30 p.m.	Curiosity: A Key to Understanding High-achieving Students	Convention Center 225A
348	11:30 a.m.–12:30 p.m.	Engaging First-year Students in Career Development	Convention Center 222C
355	11:30 a.m.–12:30 p.m.	In or Out? Insider/Outsider Dynamics in Leadership and Advocacy	Convention Center 222A
363	11:30 a.m.–12:30 p.m.	Promising Practices, Problematic Policies: Serving Veteran and Military Students in an Ever-changing Higher Education Landscape	Convention Center 122A
367	11:30 a.m.–12:30 p.m.	Student Civic Engagement: What Does it Mean to Student Affairs?	Convention Center 222B
379	12:45 p.m.–1:45 p.m.	Campus Culture and Creating Gender-neutral Housing	Convention Center 222A
388	12:45 p.m.–1:45 p.m.	Igniting a Divisionwide Strengths-based Approach to Success	Convention Center 222B
390	12:45 p.m.–1:45 p.m.	Inclusive Colleges for Students with Intellectual Disabilities	Convention Center 225A
394	12:45 p.m.–1:45 p.m.	Leadership Matters: Asian American Development in Student Affairs	Convention Center 225B
397	12:45 p.m.–1:45 p.m.	Partnerships as the Path to Innovative Student Experiences	Convention Center 122A
398	12:45 p.m.–1:45 p.m.	Penn State ePortfolios: Examples of Transformative Learning	Convention Center 222C
412	2:00 p.m.–3:00 p.m.	Closing the Loop	Convention Center 222A
420	2:00 p.m.–3:00 p.m.	Improving Title IX Compliance Relative to Sexual Misconduct	Convention Center 122A
429	2:00 p.m.–3:00 p.m.	National Prevention Strategy: Increasing Wellness and Equity	Convention Center 222C
430	2:00 p.m.–3:00 p.m.	Parent Involvement and Student Development: A Four-year Study	Convention Center 225B
436	2:00 p.m.–3:00 p.m.	Shifting Paradigms: Higher Education as a Business	Convention Center 225A
471	3:15 p.m.–4:15 p.m.	Program Review for Student Affairs Departments	Convention Center 222A
474	3:15 p.m.–4:15 p.m.	Supporting and Engaging Online Students	Convention Center 222B
477	3:15 p.m.–4:15 p.m.	The Q-List: A Faculty Fellows Research Agenda for the Student Affairs Profession	Convention Center 225B
480	3:15 p.m.–4:15 p.m.	Undocumented. Unsupported. Unacceptable.	Convention Center 122A

Wednesday, March 14

#	Time	Title	Room
498	8:30 a.m.–9:30 a.m.	Family Matters: Ways to Create a Family-friendly Campus	Convention Center 222B
502	8:30 a.m.–9:30 a.m.	Living the Five High-impact Practices: A Fellow's Perspective	Convention Center 225B
503	8:30 a.m.–9:30 a.m.	Luggage and Learning: Packing for Success on Alternative Breaks	Convention Center 122A
514	8:30 a.m.–9:30 a.m.	Textbooks or Food? Serving College Students in Poverty	Convention Center 225A
516	8:30 a.m.–9:30 a.m.	Understanding Rape-culture and Practical Prevention Programs	Convention Center 222A

2012 NASPA Award Recipients

NASPA annually honors prominent higher education and student affairs leaders, programs, and initiatives for contribution to and impact on the field. NASPA members are encouraged to nominate outstanding colleagues and stellar programs at the international, national, and regional levels. For more information, please visit www.naspa.org/programs/awards.

Recognition for Annual Award recipients will occur at the NASPA Awards Luncheon on Tuesday, March 13, 2012 from 12:00–1:30 p.m. in Sheraton Valley of the Sun C-E. Tickets are available for purchase at the conference registration booth.

MID-LEVEL STUDENT AFFAIRS PROFESSIONAL AWARD



Wendy Endress

Executive Associate to the
Vice President for Student
Affairs, The Evergreen State
College
*PhD, College Student
Personnel, University of*

Maryland

*MA, College Student Personnel, Bowling
Green State University*

BA, Managerial Economics, Union College

MID-LEVEL STUDENT AFFAIRS PROFESSIONAL AWARD



Anthony DeSantis

Associate Dean of Students,
University of Florida
*PhD, Conflict Resolution and
Analysis, Nova Southeastern
University*

Masters Certificate, College

Student Affairs, Nova Southeastern University
*MA, Higher Education Administration, Barry
University*

BS, Exercise Science, Barry University

This award recognizes individuals with a minimum of five years experience who demonstrate outstanding commitment to the profession and who have contributed to programs that address the needs of students and are experienced in creating campus environments that promote student learning and personal development. There are two award recipients this year.

THE PRESIDENT'S AWARD



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John Sexton

President, New York
University
JD, Harvard Law School
PhD, Fordham University
*MA, Comparative Literature,
Fordham University*

BA, Fordham University

The President's Award is a special recognition given to a college or university president who has, over a sustained period of time, advanced the quality of student life on campus by supporting student affairs staff and programs. Nominees must show evidence of direct involvement in enhancing the quality of student life on campus, active attempts to involve students and student life in governing the institution, and demonstrate contributions to the profession that have an impact beyond an individual campus.

GEORGE D. KUH OUTSTANDING CONTRIBUTION TO LITERATURE AND/OR RESEARCH AWARD



Jane Fried

Professor and Chair,
Master's Program in
Student Development in
Higher Education, Central
Connecticut State University
PhD, Counseling Psychology

*and Human Development, Union of
Experimenting Colleges and Universities*
*MA, Education (major in Student Personnel
Administration), Syracuse University*
*BA, American and World Literature, Harpur
College, SUNY Binghamton*

This award recognizes an individual's demonstrated professional commitment to student affairs administration. The recipient's literature and/or research is judged by how well student affairs practitioners use it. The literature and/or research should be applicable to national use and not restricted to local or regional application. Named after George D. Kuh, chancellor's professor emeritus at Indiana University, this award honors prolific research and scholarship in higher education.

OUTSTANDING CONTRIBUTION TO HIGHER EDUCATION AWARD



Shannon Ellis (National Recipient)

Vice President for Student
Services, University of
Nevada, Reno
*PhD, Higher Education and
Law, University of Southern*

California

*Master of Public Administration, University of
Massachusetts*

BS, Journalism, University of Illinois, Urbana

This award is reserved for one who has rendered service in programs, policies, or research that has made a national impact, and who has contributed to the broad reach of higher education.

OUTSTANDING CONTRIBUTION TO HIGHER EDUCATION AWARD



Enrique Iglesias Hidalgo (International Recipient)

Director, Colegio Mayor
Universitario Cardenal
Cisneros, Universidad de
Granada
PhD, English Philology,

University of Granada

BA, English Philology, University of Granada
BA, Theology and Sociology, Madrid

This award is reserved for one who has rendered service in programs, policies, or research that has made a national/international impact, and who has contributed to the broad reach of higher education.

**ROBERT H. SHAFFER AWARD FOR
ACADEMIC EXCELLENCE AS A GRADUATE
FACULTY MEMBER**



Shaun Harper

Associate Professor of
Higher Education, African
Studies, and Gender
Studies; and Director of the
Center for the Study of Race
and Equity in Education

*PhD, Higher Education, Indiana University
MS, College Student Affairs Administration,
Indiana University
BS, Middle Grades Education, Albany State
University*

Established in 1986, this award honors the contributions of Robert H. Shaffer, dean and professor emeritus at Indiana University. This award is given to a tenured faculty member who is teaching full time in a graduate preparation program in student affairs. Nominees must be a personal inspiration to graduate students, have served on doctoral committees, have distinguished records of scholarly achievement including publication in relevant literature, and have made significant contributions to professional associations.

**FRED TURNER AWARD FOR OUTSTANDING
SERVICE TO NASPA**



Kari Ellingson

Associate Vice President
for Student Development,
University of Utah
*PhD, Counseling Psychology,
University of North Carolina
at Chapel Hill*

*MEd, Counseling, University of North Carolina
at Chapel Hill
BA, English, University of Virginia*

Named in honor of one of NASPA's most distinguished past presidents (1958-59) and former senior student affairs officer at the University of Illinois, the Turner Award honors NASPA members who have demonstrated continuous membership for 10 or more years and served in a leadership role at the state, regional, or national level of NASPA.

**SCOTT GOODNIGHT AWARD FOR
OUTSTANDING PERFORMANCE AS A DEAN**



Gage Paine

Vice President for Student
Affairs, The University of
Texas at San Antonio
*PhD, Educational
Administration, University of
Texas at Austin*

*JD, Texas Tech University
BA, Letters, University of Oklahoma*

This award is given to a dean who has demonstrated sustained professional service in student affairs work, high-level competency in administrative skills, innovative response in meeting students' varied and emerging needs, effectiveness in developing junior staff members, and leadership in community and university affairs. This award recipient must also have earned stature among and support of students, faculty, and fellow administrators on his or her campus and made significant contributions to the field through publications or professional involvement. This award honors NASPA's founding president (1919-20) and former dean of men at the University of Wisconsin.

*Dean refers to any title that denotes the lead student affairs officer on campus.

**Ruth Strang
Research Award**

Kelly Sartorius, Director of
Development, Washington
University of St. Louis
*Emily Taylor, Dean of Women:
National Implications for
Intergenerational Activism, Student
Affairs, and the Women's Movement
at the University of Kansas*

**Zenobia Hikes
Memorial Award**

Beth Hellwig, Vice Chancellor of
Student Affairs and Dean of Students,
University of Wisconsin Eau Claire

**MELVENE D. HARDEE DISSERTATION-OF-
THE-YEAR AWARD**

This year marks the 35th anniversary of the Hardee Award, which encourages high-quality research relevant to the field of college student services administration and the general field of student affairs, and recognizes outstanding dissertation research conducted by doctoral degree recipients presently in or intending to enter the student affairs profession. In 1986, NASPA named this award in honor of Melvane D. Hardee, professor emeritus at Florida State University, in recognition of her commitment to advancing graduate students and her accomplishments and contributions to higher education and student affairs. The winner and runner-up receive monetary gifts from the NASPA Foundation.



**Winner: Kirsten Freeman
Fox**

Senior Program Director,
Academic Initiatives, Ohio
Campus Compact
*PhD, College Student
Personnel, University of*

*Maryland, College Park
MEd, Higher Education and Student Affairs,
University of Vermont
BS, Human Development and Family Science,
The Ohio State University
Dissertation: Figuring it Out: A Grounded
Theory of College to Post-College
Transition
Chair: Susan Komives, University of Maryland,
College Park*



**Runner Up: Tryan L.
McMickens**

Visiting Assistant Professor,
Administration of Higher
Education Program, Suffolk
University
EdD, Higher Education,

*University of Pennsylvania
MEd, Administration of Higher Education,
Suffolk University
BS, Sales and Marketing, and Business
Administration, Tuskegee University
Dissertation: Racism Readiness as an
Educational Outcome for Graduates
of Historically Black Colleges and
Universities: A Multi-Campus Grounded
Theory Study
Chair: Shaun Harper, University of
Pennsylvania*

EXCELLENCE AWARDS

Excellence Awards recognize the contributions of members who are transforming higher education through outstanding programs, innovative services, and effective administration. Sharing our successes benefit students, improves institutions, and promotes our profession.

Gold honorees in each of the ten Excellence Award categories are listed below along with their respective institution. The ten Gold honorees are further judged and three are selected for Grand Medal status. Each Gold honoree is invited to present their program or initiative as a poster session during the Annual Conference.

Grand Gold Medal Honoree & Gold Category Honoree: Enrollment Management, Orientation, Parents, First-Year, Other-Year, and Related
Implementation Fidelity and Outcomes Assessment for Transfer Orientation: Making Empirically-Based Decisions about Program Effectiveness
James Madison University

Grand Silver Medal Honoree & Gold Category Honoree: Administration, Assessment, IT, Fundraising, Professional Development, and Related
Reframing the Retention Conversation: Promoting Action and Success Through a Cross-Divisional Symposium
University of North Texas

Grand Bronze Medal Honoree & Gold Category Honoree: Careers, Academic Support, Service-Learning, Community Service, and Related
SmartStart: A Successful Transition Program for Underprepared Community College Students
SUNY Dutchess Community College

Athletics, Recreation, Physical Fitness, Non-Varsity Sports, and Related Category

Building Better Community: How a Small Survey Made a Big Difference
New York University

Housing, Residence Life, Contracted Services, Judicial, and Related Category

Gold Award: The E.P.I.C. Journey Sanctioning Model
University of Texas San Antonio

International, Multicultural, Cultural, Gender, LGBTQ, Spirituality, Disability, and Related Category

NYU Ally Week
New York University

Off-Campus, Commuter, Non-traditional, Graduate, Professional, and Related Category

CommUnity: Merging Leadership & Service to Engage First-Year Commuter Students
New York University

Student Health, Wellness, Counseling, and Related Category

Friends Helping Friends Campus Suicide Prevention Program
University of North Carolina at Greensboro

Student Union, Student Activities, Greek Life, Leadership, and Related Category

Student Union Roof-Top Garden and Bee Farm
Boise State University

Violence Education and Prevention, Crisis Management, Campus Security, and Related Category

Higher Education Threat Assessment Conference
University of Florida

REGIONAL OUTSTANDING NEW PROFESSIONAL AWARD RECIPIENTS

The Spelman & Johnson Group generously sponsored the 2012 NASPA Annual Conference registration for each Outstanding New Professional Award recipient. Each of NASPA's seven regions has its own selection process for this award. NASPA looks forward to the future contributions of these stellar new professionals to the student affairs profession.

Region I

Max Koskoff
Resident Director, University of Hartford

Region II

Sara Kelly
Coordinator of Residential Education, The College at Brockport

Region III

April Moore
Student Involvement Coordinator, University of West Florida

Region IV-East

Angela Layne
Area Coordinator, University Residential Life, Northwestern University

Region IV-West

Beau Johnson
Resident Director, Colorado State University

Region V

Amber Dehne Baillon
Assistant Director, Student Involvement and Leadership, Pacific Lutheran University

Region VI

Steven I. Lerer
Resident Director, University of California, Riverside

REGION I AWARD RECIPIENTS

Scott Goodnight Award for Outstanding Performance as a Dean

Nancy C. Stoll
Vice President for Student Affairs, Suffolk University

Outstanding Contribution to Literature and/or Research Award

Jane Fried
Professor and Chair, Master's Program in Student Development Higher Education, Central Connecticut State University

Continuous Service Award

Laura De Veau
Assistant Dean of Students for Residence Life/Director of Residence Life, Mount Ida College

NEED (Network for Education Equity and Ethnic Diversity) Award

Brandi Johnson
Associate Dean of Students, Endicott College

Institutional Leadership Award

Rafael Rodriguez
Residence Director, The University of Vermont

Distinguished Accomplishment Award

Kristen Salemi
Director of Student Activities, Rhode Island College

State Awards: Catch A Rising Star Award

CT – Severino Randazzo, Quinnipiac University

MA – Kayley Robsham, Bridgewater State University

NH – Caitlin Daley, New England College

NH – Nathan Obin, Plymouth State University

RI – Amanda Dionne, Bryant University

VT – Kristin Nolan, Castleton State College

State Awards: Mid-level Student Affairs Professional Award

CT – Colleen Powers, Director of Campus Activities and Community Service University of Bridgeport

ME – Tiffanie Bentley, Director of Student Life, Southern Maine Community College

MA – Brian Quinlan, Director of Student Activities, Anna Maria College

NH – Jennifer Lovelace, Director of Student Life, New England College

RI – Pamela Malyk, Senior Assistant Director of Residence Life, Bryant University

VT – Nicholas Negrete, Assistant Dean of Students, Retention and Assessment, The University of Vermont

Regional Winner – Nicholas Negrete, Assistant Dean of Students, Retention and Assessment, The University of Vermont

State Awards: Program-of-the-Year Award

CT – Tunnel of Oppression, University of Hartford and Saint Joseph College

ME – Adventures & Excursions Program, Maya Kasper, University of Maine Farmington

MA – First Year Service-Based Residential Learning Community, Justin McCauley, Bridgewater State University

NH – Enough is Enough Campaign, Sheila Lambert, Southern New Hampshire University

VT – NEACUHO Sustainability Roundtable Discussion, Marissa Derderian, Castleton State College

Regional Winner – Enough is Enough Campaign, Sheila Lambert, Coordinator of Wellness, Southern New Hampshire University

State Awards: Richard F. Stevens Outstanding Graduate Student Award

ME – Peter Osborne, University of Maine Farmington

MA – Kaitlin Bevins, Springfield College

MA – Melissa Grove, Boston University

NH – Anna Metzger, New England College

RI – Stephanie Grejtak, University of Rhode Island

VT – Jilliene Johnson, The University of Vermont

State Awards: Richard F. Stevens Outstanding New Professional Award

CT – Max Koskoff, Resident Director, University of Hartford

ME – Colleen Dolbec, Fitness Center Manager/Wellness Educator, University of New England

MA – Conor O'Brien, Resident Director, Boston College

NH – Kyle O'Neill, Residence Hall Director, Plymouth State University

VT – Jessica Boor, Residence Director, The University of Vermont

Regional Winner – Max Koskoff, Resident Director, University of Hartford

REGION II AWARD RECIPIENTS

Scott Goodnight Award for Outstanding Performance as a Dean

Zauyah Waite

Vice President for Student Affairs & Dean of Students, Chatham University

Mid-level Student Affairs Professional Award

Brian Mitra

Director, Office of Career Development, Transfer/New Start, and Scholarships, Kingsborough Community College

Regional New Professional Award

Sara Kelly

Coordinator of Residential Education, The College at Brockport

The President's Award

Tori Haring-Smith President, Washington & Jefferson College

The Outstanding Contribution to Student Leadership Programs

Ramsey Jabaji

Coordinator Co-Curricular Leadership Programs, University of Maryland

REGION III AWARD RECIPIENTS

The John Jones Award for Outstanding Performance as a Senior Student Affairs Officer

Gage E. Paine

Vice President for Student Affairs, The University of Texas at San Antonio

The John Koldus Award for Distinguished Service to NASPA Region III

Jeanine Ward-Roof

Dean of Students, Florida State University

The William Leftwich Award for Outstanding New Professional in NASPA Region III

April Moore

Student Involvement Coordinator, University of West Florida

Outstanding Graduate Student in Region III Award

Teresia Greer

Graduate Assistant for Greek Life, Louisiana State University

The Bob E. Leach Award for Outstanding Service to Students

Melissa Shehane

Leadership and Service Center Senior Advisor, Texas A&M University

The Robert D. Bradshaw Small Colleges Student Advocate Award

David Tuttle

Assistant Vice President and Dean of Students, Trinity University

Outstanding Contribution to Student Affairs through Teaching

D. Stanley Carpenter

Dean of the College of Education, Texas State University

James E. Scott Outstanding Mid-level Student Affairs Professional Award

Michael Farley

Assistant Dean for Student Life, Stetson University

The President's Award

James Wagner

President, Emory University

REGION IV-EAST AWARD RECIPIENTS

Celebration of Diversity Award

Grinnell College

Community College Professional Award

Joianne (Joi) Smith

Vice President for Student Affairs, Oakton Community College

Distinguished Service to the Profession

Christopher A. Lewis

Director of Enrollment Programs and Student Services, Thomas M. Cooley Law School

Graduate Student Rising Star Award

Terrance Range

University of Illinois – Urbana-Champaign

Innovative Program Award

Dean's Scholar Program

University of Minnesota – Twin Cities

Mid-level Student Affairs Professional Award

Ross Wantland

Assistant Director, Office of Inclusion & Intercultural Relations, University of Illinois – Urbana-Champaign

Outstanding Contribution to Student Affairs Through Teaching

Bridget Turner Kelly

Associate Professor, Program Co-Director, Educational Leadership, Loyola University – Chicago

Outstanding New Professional

Angela Layne

Area Coordinator, University Residential Life, Northwestern University

Outstanding Performance as a Senior Student Affairs Officer

Mark Kelley

Vice President of Student Affairs, Columbia College Chicago

Outstanding Service to NASPA Region IV-E

Peggy Burke

Associate Vice President for Student Development, DePaul University

The President's Award

Brian Levin-Stankevich

Chancellor, University of Wisconsin – Eau Claire

Undergraduate Student Rising Star Award

Luke Bretscher

DePauw University

REGION IV-WEST AWARD RECIPIENTS

Distinguished Service Award

Richard E. Rossi
Associate Vice President for Student
Services/Residence Life, Creighton University

Innovative Program Award

Full Circle Campus Food Pantry (Center for
Leadership & Community Engagement)
Angela Oxford
Director, University of Arkansas

James J. Rhatigan Outstanding Dean Award

Blanche Hughes
Vice President for Student Affairs, Colorado
State University

Outstanding Faculty Member

Margaret A. Healy
Professor, University of North Dakota

Outstanding New Professional

Beau Johnson
Resident Director, Colorado State University

Outstanding Mid-level Professional

Ryan K. Gove
Director, Student Engagement, The University
of Kansas Medical Center

Publication Award - Campus Based

Rose, Mason and Aggie Ad Campaign (Off
Campus Life Office)
Adrienne Battis
Assistant Director - Community Liaison,
Colorado State University

Publication Award – Literature/Research

John D. Foubert
Associate Professor of College Student
Development, Oklahoma State University

Publication Award – Video/Computer Software

What Would You Do?
Vinay Patel
McMindes Hall Director, Fort Hays State
University

Rising Star Award – Graduate Student

AR – Megan K. Francis, Greek Life Graduate
Assistant, University of Arkansas

CO – Anthony Pang, Training and
Development Graduate Assistant, Colorado
State University

KS – Annie McBride, Graduate Assistant, The
Student Involvement and Leadership Center,
The University of Kansas

MO – Colt Kraus, Assistant Hall Director,
Missouri State University

NE – Sylvia Jons, Graduate Research
Assistant, Office of Vice Provost for Global
Engagement
University of Nebraska-Lincoln

ND – Drew Espeseth, Orientation Intern,
North Dakota State University

OK – Hanah Diebold, Residence Director,
Oklahoma State University

SD – Jesse Herrera, Admissions and Minority
Counselor, South Dakota State University

Rising Star Award – Undergraduate Student

AR – Hayley Denea Keene, University of
Arkansas

CO – Wilfredo Galarza, Jr., Colorado State
University

KS – Elizabeth M. Quinn, Wichita State
University

MO – Frank Hartfield, Jr., Webster University

NE – Molly Salisbury, Creighton University

NM – Alejandro Mendiaz, The University of
New Mexico

ND – Seinquis Slater, University of North
Dakota

Rising Star Award – New Professional

CO – Zachary A. Mercurio, Coordinator
for Orientation Programs, Colorado State
University

KS – Megan Baker, Project Coordinator, New
Student Orientation, The University of Kansas

MO – Shiloh Venable, Coordinator for
Community Service, Washington University in
St. Louis

NE – Scott Benson, Complex Director,
University of Nebraska Kearney

NM – Nikki Wee-Moretto, Community
Director, University of New Mexico

ND – Sarah Dodd, Assistant Director for
Sexual Assault Prevention Programming,
North Dakota State University

OK – Mary Beth Qualls, Academic Advisor,
University of Central Oklahoma

SD – Terry Lundeen, Director of Residence
Life, Dakota Wesleyan University

Support Staff Award

Mary M. Guest
Administrative Technician I, University of
Nebraska-Lincoln

Presidential Excellence Award

Edward H. Hammond
President, Fort Hays State University

Community College Professional Award

Cheryl Rasmussen
Vice President for Student Services, Highland
Community College

REGION V AWARD RECIPIENTS

Knowledge Community Award for Collaboration and Visibility

Lisa Hatfield
Portland State University, Asian Pacific
Islander Knowledge Community

Rising Star Award – Undergraduate Student

Emily Pearson
Boise State University

Rising Star Award – Graduate Student

Christopher Barry
Graduate Assistant, University of Nevada,
Reno

Outstanding New Professional

Amber Dehne Baillon
Assistant Director, Student Involvement and
Leadership, Pacific Lutheran University

Outstanding Mid-level Professional

Wendy Endress
Executive Associate to the Vice President for
Student Affairs, The Evergreen State College

Scott Goodnight Outstanding Performance as a Dean

Mamta Motwani Accapadi
Dean of Students, Oregon State University

Innovative Program

Reader's Project: Honoring the Fallen
The Evergreen State College

Fred Turner Outstanding Service to NASPA

Kari Ellingson
Associate Vice President for Student
Development, University of Utah

Distinguished Service to the Profession

Shannon Ellis
Vice President for Student Affairs, University
of Nevada, Reno

President's Award

Loren Anderson
President, Pacific Lutheran University

REGION VI AWARD RECIPIENTS

Community College Professional Award

Denise Swett
Associate Vice President, Middlefield Campus
and Community Programs; Foothill College

Dorothy Keller New Professional Award

Steven I. Lerer
Resident Director, University of California,
Riverside

Fred Turner Award for Outstanding Service to NASPA

Elizabeth Griego
Vice President for Student Life, University of
the Pacific

Graduate Rising Star Award

Danielle Quiñones, Master of Arts
Postsecondary Educational Leadership with
an emphasis in Student Affairs, San Diego
State University

Innovative Program Award

UH Manoa Women's Center
University of Hawai'i

Knowledge Community Achievement Award for Collaboration and Visibility

The Latino/Latina Knowledge Community
Regional Representative: Naddia Palacios

Mid-level Student Affairs Professional Award

Serjio Acevedo
Director of Multicultural Affairs, University of
the Pacific

Sandra Kuchler Excellence in Mentoring Award

Kristen Hermann
Assistant Dean for Student Services, Arizona
State University

Scott Goodnight Award for Outstanding Performance as a Dean/Vice President

Wm. Gregory Sawyer
Vice President for Student Affairs, California
State University, Channel Islands

The President's Award

Timothy P. White
Chancellor, University of California, Riverside

Undergraduate Rising Star Award

Tara Ignont, Bachelors of Arts, Sociology and
English
University of the Pacific

COMMUNITY COLLEGE DIVISION

National Community College Professional Award

Denise Swett
Associate Vice President
Middlefield Campus and Community
Programs
Foothill College

KNOWLEDGE COMMUNITIES

Gay, Lesbian, Bisexual and Transgender Issues Knowledge Community

Exemplary Program Award

The One Project- The First Year Experience
for LGBTQA Students GLBT Issues Research
Award
Dian Squire, University of Maryland, College
Park

GLBT Issues Research Award

Alvaro Marmolejo Davis
Doctoral Student
St. Cloud State University

GLBT Issues Research Award

Daniel Tillapaugh
PhD Candidate, Leadership Studies
University of San Diego

Service to NASPA Award

Carrie Kortegast
Assistant Professor of the Practice of Higher
Education
Vanderbilt University

Service to Student Affairs Award

Chris Mosier
Assistant Director of Residence Life
Marymount Manhattan College

Outstanding New Professional Award

Christine Ajinga-Osborne
Program Coordinator
University of the Pacific

International Education Knowledge Community**International Programming**

Georgetown University & Franklin College
A Different Dialogue on Nationality

International Exchange

Qatar University & Peace College
Qatar University - Peace College Cultural Exchange

Global Partnership

UCLA & Beijing Municipal Commission
UCLA Chinese Student Affairs Directors
Leadership Program

Student Philanthropy

College of Education & Technology, Fort Hays
State University
The Americas Project: Bringing English
& Technology Innovation F2F and Online
Volcanes Primary School Puerto Vallarta,
Mexico

Student Leadership Programs Knowledge Community**Susan R. Komives Research Award**

Paige Haber
Texas State University - San Marcos

Outstanding Leadership Spotlight Program of the Year Award

Leadership Emory
Emory University

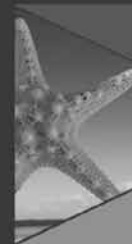
Outstanding Contribution to Student Leadership Programs

Craig Slack
University of Maryland - College Park

NASPA Assessment & Persistence Conference



June 7-9, 2012
Hyatt Regency Tampa
Tampa, Florida



If you go to only one
higher education
assessment conference
this year, this should be it.



www.naspa.org/programs/apc

RETIREES (SINCE MARCH 2011)

Region I

Kathleen Yorkis, Vice President for Student Affairs, Bentley University

Ronald D. Herron, Vice President for Student and University Affairs, Southern Connecticut State University

Region II

Susan Ebbs, Director of Special Projects and Executive Assistant to the Vice President for Student Affairs, Pratt Institute

Joe Franek, Director for Residential Life, SUNY, College at Brockport

Carmen Neuberger, Consultant, Greenwood/Asher and Associates, Inc

Joe Krakowiak, Director of University Residence Halls and Apartments, University of Buffalo

Timothy Gallineau, Associate Professor, Higher Education Administration Department, Buffalo State

Susan R. Komives, Professor, Department of Counseling and Personnel Services, University of Maryland, College Park

James Palumbo, Dean Enrollment Development/Student Affairs, Brookdale Community College

Region III

Jon Dalton, Vice President for Student Affairs and Associate Professor of Higher Education, Florida State University

Rita Moser, Director of Housing, Florida State University

Alicia Crew, Director of Campus Recreation, Florida State University

Bob Ruday, Dean of Students, University of Tampa

Helen Ellison, Associate Vice President for Student Affairs, Florida International University

Melanie McClellan, Vice President for Student Affairs and Enrollment Management, University of West Georgia

Wayne Wallace, Director of Career Resource Center, University of Florida

Barry Johnson, Vice President for Student Affairs, Lamar University

Carol Daniels, Student Life Coordinator, Furman University

Tom Stafford, Vice Chancellor of Student Affairs, North Carolina State University

Region IV-East

Barbara Carraway, Executive Director, Center for Student Support Services, Bradley University, Illinois

Ann Higham, Vice President for Student Affairs, Luther College

Steve McLaughlin, Vice Chancellor for Student Services and Dean of Students, University of Wisconsin-Parkside

Terry Nighswanger, Professional Counselor, Center for Student Development, Health and Transitional Services, Bradley University

Sharon St Germain, Director of Internships, Smith Career Center, Bradley University

Region IV-West

Dorothy Knoll, Dean of Students, University of Kansas Medical Center

Mary Friedrichs, Director of the Office of Victim Assistance, University of Colorado at Boulder

Region VI

Neil B. Gerard, Associate Dean of Students, Pomona College

Milton A. Gordon, President, California State University, Fullerton

Joan Harms, Institutional Researcher, Office of Student Affairs, University of Hawai'i at Manoa

Mike Hostetler, Associate Vice President Student Services, California State University, Long Beach

Keith Miser, Special Assistant to the Chancellor for International Programs, University of Hawai'i at Hilo

Louise Miura, Assistant to the Board of Regents, Office of the Board of Regents, University of Hawai'i System

Robert L. Palmer, Vice President for Student Affairs, California State University, Fullerton

Guy Witherspoon, Associated Students Executive Director, California State University-Dominguez Hills

Randall Zarn, Associate Vice President, California State University-Dominguez Hills

Saturday Schedule

7:00 a.m.—8:00 a.m.

Vinyasa Power Hour Yoga
Hyatt Cassidy

6:30 a.m.—11:45 p.m.

First-timers Lounge
Sheraton North Mountain

7:30 a.m.—5:00 p.m.

Cyber Café
Convention Center Hall AB Foyer

8:00 a.m.—5:00 p.m.

Onsite Registration and Check-in
Convention Center 223 Foyer

Hospitality
Convention Center North Entrance Foyer

NASPA Bookstore
Convention Center 221 Foyer

NASPA Foundation Silent Auction
Convention Center 222 Foyer

SSAO Lounge
Convention Center 121A

8:00 a.m.—4:00 p.m.

ACUHO-I: Certificate in Foundations of Housing and Residence Life
Hyatt Moran

8:00 a.m.—10:00 s+.m.

2011–2012 NASPA Board of Directors Meeting
Sheraton Paradise Valley

8:30 a.m.—3:00 p.m.

New Knowledge Community Chair and Coordinator Leadership Orientation
Sheraton Ahwatukee (A)

8:30 a.m.—12:00 p.m.

Service Project
Hyatt Lobby (meet at 8:15 a.m.)

9:00 a.m.—5:00 p.m.

Faculty Fellows Retreat
Hyatt Cassidy

9:00 a.m.—4:00 p.m.

Full-day Pre-conference Workshops
Convention Center/Sheraton

9:00 a.m.—12:00 p.m.

Half-day Pre-conference Workshops
Convention Center/Sheraton

10:00 a.m.—4:00 p.m.

NASPA 2012–2013 Board of Director's Orientation
Sheraton Deer Valley

11:00 a.m.–12:00 p.m.

JASPA Registration and Newcomer Welcome Reception
Sheraton Alhambra

12:00 p.m.—5:30 p.m.

JASPA Spring Conference and Awards Ceremony
Sheraton Laveen (A-B)

1:00 p.m.—5:00 p.m.

Foundation Board Meeting
Sheraton Camelback (B)

Exhibitor Registration and Check-in
Convention Center Hall AB

1:00 p.m.—4:00 p.m.

Half-day Pre-conference Workshops
Convention Center/Sheraton

2:00 p.m.—4:00 p.m.

Global Summit Planning Meeting
Sheraton Alhambra

4:00 p.m.—5:30 p.m.

Knowledge Community Chair and Coordinator Leadership Meeting
Sheraton Ahwatukee (A)

4:00 p.m.–7:15 p.m.

International Symposium Keynote and Welcome Reception
Hyatt Regency Ballroom (B)

4:15 p.m.—5:15 p.m.

Conference Volunteer Orientation
Convention Center 231B

6:30 p.m.—8:30 p.m.

Foundation President's Reception (Invitation Only)
Hyatt NASPA President's Suite #747



NASPA Graduate Associate Program (GAP)
www.naspa.org/about/gap
Provides graduate students in higher education and student affairs programs an opportunity to represent NASPA on their campuses!
2012-13 GAP Applications' Deadline: July 13, 2012

FULL-DAY PRE-CONFERENCE WORKSHOPS
9:00 a.m.–4:00 p.m.

PC2 Considerations for Creating and Sustaining Men's Groups on Campus

Convention Center 232C

Patrick Tanner, *Penn State York*

Alejandro Covarrubias, *University of San Francisco*

Osvaldo Del Valle, *California Polytechnic State University*

Laurel Dreher, *Roger Williams University*

Raphael Moffett, *Trinity University*

Peter Paquette, *Dickinson College*

Chris Wilcox Elliott, *University of Virginia*

Designed for practitioners, this pre-conference workshop will focus on the theoretical and practical considerations of starting and sustaining men's groups on a college campus. Presenters will use interactive presentation modalities to engage participants in considering the challenges and opportunities on their respective campuses and the culture of gender that exists at each one as they consider creating discussion, conduct, and violence prevention-based men's groups.

PC3 A Phoenix Rising: Professional Renewal Through Meaning-Making

Sheraton Ahwatukee (B)

Michele Murray, *Seattle University*

Robert Nash, *University of Vermont*

As educators, we mentor students and help them rise above difficulty and confusion. But what happens when we find ourselves in the ashes? With tough economic realities and cutbacks, many student affairs professions are doing more with less and finding themselves depleted, suffering burnout, and questioning professional commitments. In this interactive meaning-making 'retreat,' participants will have an opportunity to reconnect with their purpose.

PC4 Creative Strategies for Student and Staff Multicultural Education

Sheraton South Mountain

Rhondie Voorhees, *University of Maryland, College Park*

Steve Petkas, *University of Maryland, College Park*

When it comes to multicultural education, what should campuses be trying to achieve and what are some strategies they can use? A new conceptual framework for multicultural education will be unveiled in this workshop that will provide a comprehensive structure for participants to consider principles, strategies, and learning outcomes. Particular attention will be given to strategies that are process-oriented, inclusive, and create 'capacities' for successful engagement, with the goal of stimulating critical reflection on multicultural education for students and staff.

PC5 The Art of Supervision: Preparing Leaders for our Profession

Sheraton Estrella

Mark Kretoivics, *Kent State University*

Brandi Hephner LaBanc, *Northern Illinois University*

In 2010, NASPA and ACPA published a monograph outlining the competencies necessary to be a successful administrator in student affairs. One of these competencies involved 'Human and Organizational Resources,' including staff supervision. Although institutions realize the importance of this skill to build future leaders, it is rarely taught in our classrooms or provided via on the job instruction. This pre-conference workshop will help professionals develop and hone supervisory skills that will allow them to influence the next generation of student affairs leaders.

PC5a So You Think You Can Write?

Sheraton Camelback (A)

Saran Donahoo, *Southern Illinois University*

Kathleen Manning, *University of Vermont*

Ray Quirolgico, *Saint Louis University*

Patience Whitworth, *University of Vermont*

Writing for professional publication is an important and useful skill for student affairs practitioners and faculty members. This intensive writing workshop will introduce authors new to professional writing to the processes of writing, submission, and publication in professional journals. A major workshop goal will be to de-mystify the publication process and help participant writers gain confidence in their potential to publish. Participants will experience three-on-one coaching on a piece of writing brought with them to the workshop.



9:00 a.m.–12:00 p.m.

PC6 Live and Learn Through Connections, Commitment, and Citizenship*Convention Center 231A***Annice Fisher**, *University of North Carolina, Chapel Hill***Aliana Harrison**, *University of North Carolina, Chapel Hill***Taris Mullins**, *University of North Carolina, Chapel Hill***Andrea Ramos**, *Iowa State University*

Living-Learning Communities (LLC) have been around for years, yet institutions continually struggle to create a message that captures their overall effectiveness and impact. Utilizing the Connection, Commitment, and Citizenship philosophy, UNC has created a campus LLC experience focused on learning, relationships, and social change. This pre-conference will share strategies for developing a philosophy, curriculum, and assessment approaches that demonstrate the academic, social, and institutional learning benefits of LLCs.

PC7 Purposeful Discipline: The E.P.I.C. Journey Sanctioning Model*Convention Center 231B***Adriana Alicea-Rodriguez**, *University of Texas at San Antonio***Jennifer Fuelein**, *University of Texas at San Antonio***Melissa Hernandez**, *University of Texas at San Antonio***Jan McKinney**, *University of Texas at San Antonio***Kevin Price**, *University of Texas at San Antonio*

Effective conduct practices include meaningful encounters that take students on purposeful personal journeys aimed at transforming decision-making patterns. The E.P.I.C. Journey Sanctioning Model has effectively accomplished this goal by assessing students' engagement with the university, personal and interpersonal development, and community membership using multiple theoretical lenses. Learn the E.P.I.C. model and its developmental student conduct strategies, and move your institution's behavioral processes to the next level.

PC8 Emerging Leadership: Assistant to SSAOs and Specialty Administrators*Convention Center 231C***Gail Cole-Avent**, *University of Miami***Cynthia Bonner**, *Virginia Tech***Evette Castillo Clark**, *Tulane University***Allyn Fleming**, *University of California, Santa Barbara***Sherry Mallory**, *Western Washington University***Bernie Schulz**, *American University*

Over the past decade, there has been an emergence of unique leadership positions in student affairs, including those such as the Assistant to the SSAO, Chief of Staff, Director of Administration, or Coordinator of Strategic Initiatives. A networking group entitled 'Assistant to SSAOs and Other Specialty Administrators' has met annually to discuss the unique nature of their positions, experiences, strategies for success, and career opportunities. Join several current and former specialty administrators as we strengthen the network, review research, and nourish leadership skills and partnerships.

Extended Pre-conference Workshops

Saturday & Sunday 9:00 a.m. – 4:00 p.m.

PC1 Undergraduate Student Pre-conference Workshop*Arizona State University-Downtown, Nursing & Healthcare Innovation NHL2***Carrie Kortegast**, *Peabody College, Vanderbilt University*

In this highly interactive two-day session, undergraduates will have an opportunity to learn more about student affairs as a possible career choice. This experiential learning opportunity will give participants an understanding of student affairs work and national associations, and help hone the tools and resources necessary for a successful career in the field. Topics will include: a brief overview of student affairs, the rewards of working on a college campus, ways to get relevant student affairs experience as an undergraduate, and graduate school as a pathway to the profession, among other things. Participants will also have a chance to network with faculty, graduate students, and student affairs professionals from colleges and universities across the country.

Saturday 4:00 p.m. – 7:15 p.m.

Sunday 9:00 a.m. – 4:00 p.m.

PC12 International Symposium*Hyatt Regency Ballroom (A-B)***Oscar Felix**, *Colorado State University***Tiki Ayiku**, *NASPA*

For the past 17 years, the NASPA International Symposium has been held prior to the NASPA annual conference as a marquee event for professional collaboration and exchange in the field of student affairs among international practitioners. A dynamic program, the Symposium will feature prominent speakers, panels of distinguished professionals from around the world, and interactive roundtables. The Symposium is an excellent opportunity for university administrators from around the world to enhance their knowledge and skills and develop new global networks. As participants gather to discuss how to prepare students for meaningful and productive lives, they will be invited to consider global perspectives in the field. Themes will include the emergence of student affairs in institutions around the globe, the integration of global themes in student affairs work, and the development of global competencies in students.

HALF-DAY PRE-CONFERENCE WORKSHOPS
1:00 p.m.–4:00 p.m.

PC10 Leading Change Through Transformative Learning and Social Justice

Convention Center 231B

Craig Elliott, *Samuel Merritt University*
becky martinez, *Infinity Martinez Consulting*

The history of oppression in America is well documented and built within the country's socio-political and economic structure. Often, institutions of higher education reflect this same structure, creating oppressive conditions on campuses. Student affairs practitioners are poised to lead the challenge to create inclusive learning environments and spark social change at their institutions. This workshop will provide the theoretical and practical connections, as well as tools for leading change on campus.

PC11 Effective Communication Across Campus Organizational Subcultures

Convention Center 231C

Scott Reikofski, *University of Pennsylvania*
Robert Beodeker, *Suffolk County Community College*

This workshop explores the role of organizational and occupational cultures as both a barrier and a bridge to a purposeful, integrative learning environment. While reviewing primary theories of organizational culture, participants will identify core characteristics of the culture of higher education, professional and disciplinary subcultures, and their juxtaposition in institutional environments. Participants will leave with research-based strategies to lead and influence campus subcultures to build partnerships and alliances.

PC11a One for All and All for Health: Linking Health and Student Affairs

Convention Center 232B

April Moore, *University of West Florida*
Jim Grizzell, *California State Polytechnic University, Pomona*

Susan Longerbeam, *Northern Arizona University*
Michael McNeil, *Columbia University*
Natasha Mmaje, *Loyola University Chicago*
Todd Porter, *University of Massachusetts Amherst*
Jason Robertson, *Averett University*
Lynn Russom, *Widener University*
Deborah Taub, *University of North Carolina at Greensboro*

The health of today's college student is no longer considered the exclusive responsibility of health practitioners. Frameworks today call for ecological and holistic approaches to health, placing accountability on student affairs professionals as well as faculty. This workshop will give participants a background in ecological models, policies affecting college campuses, and various collaborative strategies for integrating health and wellness into the field of student affairs.



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EBI Conference Sessions

EBI and MAP-Works: A Focus on Assessment and Student Retention
8:45 a.m. - 9:45 a.m. // 127-A Convention Center

Engaging Front-Line Staff to Improve Survey Response Rates
8:45 a.m. - 9:45 a.m. // 121B - Convention Center

Comprehensive Assessment: It Can't Always Be About Learning
1:00 p.m. - 2:00 p.m. // 128B - Convention Center

Exploring Culture Shock: Retaining Men in Postsecondary Settings
4:00 p.m. - 5:00 p.m. // 131C - Convention Center

Student Success: Linking Involvement with Social Integration
8:30 a.m. - 9:30 a.m. // 126A - Convention Center

Comparing Domestic and International Students: Understanding Key Differences
10:15 a.m. - 11:15 a.m. // 227B - Convention Center

Lessons from a System-wide Survey of Satisfaction and Engagement
11:30 a.m. - 12:30 p.m. // 221B-C - Convention Center

Leveraging Faculty Strengths for a Student Success Culture
2:00 p.m. - 3:00 p.m. // 132-C - Convention Center

Monday, March 12

Tuesday, March 13

Invest your time, energy and resources in assessments and programs with proven impact.



Sunday Schedule

7:00 a.m.—8:00 a.m.	9:00 a.m.—10:00 a.m.	1:00 p.m.—2:30 p.m.
Vinyasa Power Hour Yoga <i>Sheraton South Mountain</i>	Regional Membership Coordinators Meeting <i>Hyatt Board Room</i>	Focus Group for Students' of Color Experiences in Student Affairs/Higher Education Master's Programs (by invitation) <i>Sheraton Coronado</i>
7:30 a.m.—8:30 a.m.	10:00 a.m.—11:30 a.m.	2:00 p.m.—4:45 p.m.
NASPA Volunteer Coordinators Meeting <i>Sheraton Coronado</i>	Public Policy Division Meeting <i>Sheraton Coronado</i>	UWL Capstone Class 1 <i>Sheraton Encantanto (A)</i>
6:30 a.m.—11:45 p.m.	10:15 a.m.—11:30 a.m.	UWL Capstone Class 2 <i>Sheraton Encantanto (B)</i>
First-timers Lounge <i>Sheraton North Mountain</i>	Regional Conference Planning Meeting <i>Hyatt Cassidy</i>	2:00 p.m.—4:00 p.m.
7:00 a.m.—9:00 p.m.	11:00 a.m.—12:00 p.m.	Center for Women Board Meeting <i>Sheraton Ahwatukee (A-B)</i>
Cyber Café <i>Convention Center Hall AB Foyer</i>	Conference Volunteer Orientation <i>Convention Center 226C</i>	James E. Scott Academy Board Meeting <i>Sheraton Laveen (A)</i>
8:00 a.m.—5:30 p.m.	12:00 p.m.—12:45 p.m.	3:30 p.m.—4:30 p.m.
Onsite Registration and Check-in <i>Convention Center 223 Foyer</i>	Regional Fundraising Meeting <i>Hyatt Cassidy</i>	2012 Program Committee Meeting <i>Hyatt Board Room</i>
NASPA Bookstore <i>Convention Center 221 Foyer</i>	1:00 p.m.—5:00 p.m.	MultiRacial Knowledge Community Meeting (by invitation) <i>Sheraton Coronado</i>
SSAO Lounge <i>Convention Center 121A</i>	NASPA Foundation Silent Auction <i>Convention Center 222 Foyer</i>	3:00 p.m.—4:00 p.m.
8:00 a.m.—4:30 p.m.	JSARP Full Editorial Board Meeting <i>Sheraton Cave Creek</i>	First-time Attendee Orientation <i>Sheraton Valley of the Sun (C)</i>
Hospitality <i>Convention Center North Entrance Foyer</i>	1:00 p.m.—4:00 p.m.	4:00 p.m.—5:00 p.m.
Exhibitor Registration and Check-in <i>Convention Center Hall AB</i>	Half-day Pre-conference Workshops <i>Convention Center/Sheraton</i>	Gay, Lesbian, Bisexual & Transgender Issues Knowledge Community Leadership Team Meeting <i>Hyatt Curtis (B)</i>
8:00 a.m.—12:00 p.m.	1:00 p.m.—3:00 p.m.	5:00 p.m.—7:00 p.m.
ACUHO-I: Certificate in Foundations of Housing and Residence Life <i>Hyatt Moran</i>	Council on Student Affairs Luncheon <i>Hyatt Curtis (A)</i>	Opening Session and Featured Speaker – John Legend <i>Convention Center 120A-D</i>
8:30 a.m.—10:30 a.m.	Region I Advisory Board Meeting <i>Sheraton Region I Suite</i>	7:00 p.m.—9:00 p.m.
Fraternity and Sorority Knowledge Community Leadership Team Breakfast (by invitation) <i>Sheraton Laveen (A)</i>	Region II Advisory Board Meeting <i>Sheraton South Mountain</i>	Exhibit Hall Opening Reception: FIESTA! <i>Convention Center Hall AB</i>
9:00 a.m.—4:00 p.m.	Region III Advisory Board Meeting <i>Sheraton Phoenix (A)</i>	8:30 p.m.—9:30 p.m.
Full-day Pre-conference Workshops <i>Convention Center/Sheraton</i>	Region IV-East Advisory Board Meeting <i>Sheraton Ahwatukee (B)</i>	International Exchange Reunion <i>Convention Center 231A</i>
9:00 a.m.—3:00 p.m.	Region IV-West Advisory Board Meeting <i>Sheraton Valley of the Sun (D)</i>	9:00 p.m.—11:00 p.m.
Doctoral Student Seminar <i>Sheraton Camelback (B)</i>	Region V Advisory Board Meeting <i>Sheraton Valley of the Sun (E)</i>	African American Male and Female Summit and NASPA African American Knowledge Community Networking Reception <i>Hyatt Regency Ballroom (C-D)</i>
9:00 a.m.—12:00 p.m.	Region VI Advisory Board Meeting <i>Sheraton Deer Valley</i>	
Half-day Pre-conference Workshops <i>Convention Center/Sheraton</i>	1:00 p.m.—2:00 p.m.	
JSARP Editors Meeting <i>Hyatt NASPA President's Suite #747</i>	Graduate/New Professional Case Study Competition Orientation <i>Convention Center 226C</i>	
9:00 a.m.—11:00 a.m.		
JASPA Mass <i>Sheraton Ahwatukee (A-B)</i>		

FULL-DAY PRE-CONFERENCE WORKSHOPS
9:00 a.m.–4:00 p.m.

PC13 Increasing the Effectiveness of Parent and Family Engagement

Hyatt Ellis

Cara Appel-Silbaugh, *Georgia Institute of Technology*

Amy Diepenbrock, *St. Mary's University*

Wanda Gibson, *Pomona College*

Penny Rue, *University of California, San Diego*

Marjorie Savage, *University of Minnesota*

Kim Sterritt, *Georgia Institute of Technology*

Brian Watkins, *University of Maryland, College Park*

Angela Watson, *University of Massachusetts, Dartmouth*

Student affairs professionals who work with parents and family members of current students serve many functions, and must collaborate widely to ensure that the needs of students as well as their parents / family members are met. This workshop will tackle major efforts when working with parents and families including how to partner with career services, data mining your population, working with families of students from underrepresented populations, and designing helpful and constructive relationships in times of crisis. Participants will have an opportunity to hear practical suggestions, and learn strategies for creating positive, effective working relationships.

PC14 New Concepts of Disability: Reframing, Relocating, Reassessing

Convention Center 231B

Amanda Kraus, *University of Arizona*

Cheryl Muller, *University of Arizona*

Drawing on relevant literature, research, and current media such as *Glee*, participants will engage in dialogue to explore dynamics of identity, social justice, and language relevant to disability. Topics covered will include physical, curricular, and informational design, with emphasis on the importance of good design in creating welcoming events /programs and equitable policies and services. Participants will analyze case studies and assess their own campuses and organizations to develop an action plan relevant to reframing disability. Through small and large group activities, participants will have opportunities to challenge their assumptions about disability and access, develop new ways of thinking, and identify strategies for creating more inclusive campus communities.

PC15 Empowering Student Affairs Professionals at Community Colleges

Convention Center 231C

Paulette Dalpes, *Kingsborough Community College*

Maggie Culp, *Maggie Culp Consulting*

Diana Doyle, *Arapahoe Community College*

Bette Simmons, *County College of Morris*

Benjamin F. Young, *Ivy Tech Community College*

This year's Community College Institute will empower student affairs professionals, especially senior student affairs officers and mid-level professionals, to demonstrate the value of student affairs work on their respective community college campuses. This highly interactive institute will partner nationally recognized community college leaders with participants to analyze the role of student affairs and create strategies to demonstrate the value of student affairs by focusing on professional competencies, assessment and learning outcomes, and accreditation.

PC16 Latinos/as in Higher Education Institute

Convention Center 232B

Terry Mena, *Florida Atlantic University*

Angela Batista, *Mills College*

Frank Cuevas, *University of Tennessee*

Michelle Espino, *University of Georgia*

Mary Jo Gonzales, *Iowa State University*

Juan Guardia, *Florida State University*

Miguel Hernandez, *University of Georgia*

Naddia Palacios, *Claremont University Consortium*

Through the 'Cathy Acevedo Comadre Circle' and the 'Compadre Circle,' participants will have an opportunity to explore the following critical issues: the history of Latinos/Latinas in NASPA; the state of Latinos/as in higher education; current higher education policies affecting Latino/a students; immigration and language issues; strategic agenda setting; identity and the profession; doctoral education; gender-related issues of concern; professional development; familia/ cultural values; mentoring and networking; and professional growth in higher education. The goal of the workshop will be to provide professional development, fellowship and networking among graduate students, as well as new, mid-level, and senior-level professionals in NASPA, through informal and formal dialogue.

PC17 Leadership in the Classroom: Developing a Leadership Curriculum

Convention Center 232C

Benjamin Perlman, *Emory University*

Kathy Guthrie, *Florida State University*

Joshua Hiscock, *University of Maryland, College Park*

Daniel Jenkins, *University of South Florida*

Craig Slack, *University of Maryland, College Park*

Fred Waldstein, *Wartburg College*

While institutions often engage students in leadership education outside of the classroom, a growing number are finding ways to engage students inside the classroom. This workshop will address how to develop a leadership curriculum, refine current offerings, or petition stakeholders on your campus to support a curricular leadership initiative.

PC19 African American Male Summit

Convention Center 124A

Robert Page, *Metropolitan Community College*

Kevin Bailey, *University of West Florida*

Ainsley Carry, *Auburn University*

James Kitchen, *San Diego State University*

Kevin Rome, *North Carolina Central University*

Larry Roper, *Oregon State University*

Anthony Ross, *California State University, Los Angeles*

Jamie Washington, *Washington Consulting Group*

The African American Male Summit provides professional development, fellowship and networking opportunities for African American men in student affairs at all levels. This will be achieved through informal and formal dialogue using the NASPA/ACPA Professional Competency areas. Focusing on these competencies will help define the broad professional knowledge, skills, and attitudes expected of student affairs professionals, regardless of their area of specialization or position within the field.

PC20 African American Women's Summit: Strengthening Our Voices

Convention Center 124B

Gail Buck, Loyola Marymount University

Carolyn Brightharp, Virginia College in Greenville

Gail Buck, Loyola Marymount University

Wilma Henry, University of South Florida

Tracy Shaw, Loyola Marymount University

Bettina Shuford, University of North Carolina, Chapel Hill

Carmen Tillery, Indiana State University

Despite higher education's best effort to increase the representation of diverse populations in higher education, African American women continue to wrestle with the 'outsider within' phenomenon in the academy. This summit will provide a forum for participants to hear from seasoned and young professionals as we explore the internal and external dimensions of our lives and careers that may have a profound effect on one's success. In addition, participants will have an opportunity to take part in discussions related to various dimensions of being a Black woman and how those guide professional practice and form a foundation for envisioning next steps while strengthening our voices.

PC21 Mid-level Institute for Small College and University Professionals

Sheraton Paradise Valley

Mary Geller, College of Saint Benedict

Karen Lang, University of St. Thomas

Sarah Westfall, Kalamazoo College

Mid-level professionals at small colleges and universities play a unique role within student affairs organizations. In addition to educating students, they also are supervisors, advisors, budget managers, evaluators, change agents, programmers, leadership developers, and student advocates. They are expected to manage all of these tasks ethically, responsibly, and, for many, simultaneously. However, it is sometimes difficult to find effective training related that is centered on the context of the small college or university. This workshop will provide an intensive, highly interactive experience intended to broaden participants' perspectives and professional competencies for those in mid-level leadership positions.

PC22 One Size Does Not Fit All: Assessment in Graduate Student Services

Sheraton Estrella

Liz Thurston, Harvard Graduate School of Education

DeAnna Chung, University of Pennsylvania

Lisbeth Greene, Sakler Institute, New York University

Mary Hall, University of Virginia

Katherine Hall-Hertel, University of North Carolina at Charlotte

Rosalind Moore, University of Alabama, Tuscaloosa

Matt Nelson, Ross University School of Medicine

With increasing calls for internal and external accountability, it is imperative that administrators in graduate and professional student services be able to understand and apply assessment practices within their work, and to gather evidence on student learning and the student experience. This workshop will help participants understand the basic process for assessment planning, explore learning outcomes development, discuss the political and practical implications of sharing data, and allow each participant to develop an assessment plan.

PC23 APPEX: Asian Pacific Islanders Promoting Educational eXcellence

Sheraton Maryvale (A)

Sadika Sulaiman Hara, Loyola University, Chicago

Simon Hara, Loyola University, Chicago

Rabia Khan, Loyola University, Chicago

Dawn Lee Tu, University of San Francisco

Alvin Mangosing, Loyola University, Chicago

Howard Wang, California State University, Fullerton

APPEX is an interactive summit designed to address the professional and leadership development of Asian American/Pacific Islander/Desi American (APIIDA) student affairs professionals in a socially just and holistic context. This year's summit, 'Unearthing Narratives, (Re) developing Leadership' will address four specific areas: (1) exploring how multiple intersections of identities within the APIIDA community inform leadership development and impact perspectives of self and society; (2) striving to better understand personal and professional wellness; (3) considering underrepresented APIIDA student issues, including legislation in Arizona and the DREAM Act; and (4) strategy and planning for what participants will be able to take back to their communities.

PC24 The Intersection of Tribal Sovereignty and Higher Education

Sheraton Maryvale (B)

Derek Oxendine, North Carolina State University

Tara Leigh Sands, University of Rochester

Ian Stroud, Northeastern Illinois University

Amanda Tachine, University of Arizona

American Indian tribes have long struggled with colonization, and its political and educational entrenchment in our society. As sovereign entities, tribes have a nation-to-nation relationship with the U.S. federal government. This unique relationship, known as tribal sovereignty, extends well past each nation's borders, as well as onto college campuses. This workshop will address the following questions: What is tribal sovereignty? How does tribal sovereignty affect higher education? How do we influence change by working with tribal nations?

HALF-DAY PRE-CONFERENCE WORKSHOPS

9:00 a.m.–12:00 p.m.

PC25 Using Data to Influence Change in Student Affairs

Convention Center 128A

Michael Christakis, University at Albany

Nancy Lauricella, University at Albany

Pamela Malatesta, University at Albany

Charles Rogers, University at Albany

If data is not being used to make meaningful improvements to programs and services, for what is it being used? This program highlights continuous improvement efforts in student affairs at the University at Albany, and will feature work done in Residential Life, Student Activities and Student Conduct. Various assessment approaches will be addressed, including tracking, surveys, focus groups, rubrics, and strategies for program improvements.

PC26 Progressing Forward: Making Fully Inclusive Campuses a Reality

Convention Center 128B

Patrick Lukingbeal, *Rice University*

TJ Jourian, *Vanderbilt University*

Bobby Kuntsman, *Colorado State University*

Kevin Lipine, *Babson College*

The 12th Annual GLBTQC Institute will explore the state of inclusion of LGBTQIA communities in higher education. Participants will explore areas of recent success and examine barriers. Through presentations and group facilitation, topics such as policy, housing, human resources, and language inclusion will be discussed. Participants will analyze ways for seamless integration to occur in areas where LGBTQIA people may be underrepresented, such as Greek Life or athletics. The day will unfold to self-examination and assessment of where growth still needs to occur on home campuses, and participants will be ignited to influence positive change.

PC27 Saying 'Yes, and' to Authentic Leadership

Convention Center 131A

Colin Stewart, *Illinois Wesleyan University*

Brian Anderson, *Loyola Chicago*

Kyle Carpenter, *Franklin College Switzerland*

Jeffrey Rosenberry, *Montana State University-Billings*

This workshop will illustrate a model of how practitioners and leaders can approach conflict in a constructive way, by applying the tenets of improvisation to approach authentic leadership. Participants will have the opportunity to participate in active exercises and role playing activities that are centered around saying 'Yes, and' to authentic leadership.

PC28 Dean of Students Pathways: Historical and Emerging Methods

Convention Center 131B

Eric Norman, *Indiana Purdue Fort Wayne*

J. Patrick Biddix, *University of Tennessee*

Tomas Jimenez, *Georgia Gwinnett College*

Erik Kneubuehl, *Fashion Institute of Technology*

Darrell Ray, *Louisiana State University*

Michele Toppe, *Portland State University*

Student affairs practitioners have a natural progression of titles as they move into areas of increased responsibility. Multiple factors related to recommended paths to the dean of students position will be discussed, including job duties, length of stay, institutional type and size, committee involvement, degree obtainment, professional involvement, and relocation. Career mapping and plotting strategies will be discussed to assist participants' wayfinding skills.

HALF-DAY PRE-CONFERENCE WORKSHOPS

1:00 p.m.—4:00 p.m.

PC29 Inclusion 101 Workshop Activities: A Training Guide

Convention Center 128A

Kathy Obeare, *Social Justice Training Institute*

Ever wish you had a ready-to-use lesson plan and related handouts to facilitate workshops on inclusion and social justice? Participants will discuss critical design and facilitation principles and review proven activities that challenge learners to develop foundational knowledge, awareness, and skills around issues of diversity and inclusion on campus. Participants will receive a comprehensive training guide for facilitating productive and powerful educational sessions on campus.

PC30 Moving Forward: Transgender and Gender Nonconforming Communities

Convention Center 128B

T.J. Jourian, *Vanderbilt University*

Doris Dirks, *Northwestern University*

Bobby Kuntsman, *Colorado State University*

Patrick Lukingbeal, *Rice University*

Chris Mosier, *Marymount Manhattan College*

The 12th Annual GLBTQC Institute marks an opportune time to reflect on the inclusion of transgender and gender non-conforming students, staff, and faculty in higher education. With increased visibility and diversity comes an increased need for education, and more intentional integration of transgender and gender non-conforming people in all aspects of campus life. Participants will receive a basic overview of terminology to aid in their engagement throughout the session and in their ability to be effective allies and professionals.

PC31 Creating a Veteran-friendly Institution: Promising Practices in Support of Veteran and Military Students

Convention Center 131A

Kathy Snead, *Servicemembers Opportunity Colleges (SOC)*

Lesley McBain, *American Association of State Colleges & Universities*

This workshop will discuss principles and criteria that institutional members of the Servicemembers Opportunity Colleges (SOC) Consortium follow to ensure that military students and veterans receive the same educational opportunities as their civilian counterparts. It will also present the 'Military Student Bill of Rights' and explore promising practices in marketing and recruiting military students. Specific topics include awarding ACE-evaluated credit for military-related experience and training, campus transition programs, successful recruiting and enrollment practices, and readmission processes and safety nets for service members returning from deployments. Examples of military-friendly practices will be drawn from the over 1900 institutions participating in the SOC Consortium.

PC32 Thinking Outside the Box: Service Learning and Web Accessibility

Convention Center 131B

Kaela Parks, *University of Alaska Anchorage*

Many colleges and universities struggle to meet established web accessibility standards. Distributed responsibilities and a lack of awareness among content contributors can lead to variable and often unsatisfactory end-user experiences. Learn about a collaborative approach implemented at the University of Alaska Anchorage, which uses a service learning approach to complement clear direction from leadership, training, student interns, and ongoing evaluation activities, and lead toward continual improvements.

Highlights



Opening Session and Featured Speaker

John Legend

Sunday, March 11
5:00 p.m.—7:00 p.m.
Convention Center
120A-D

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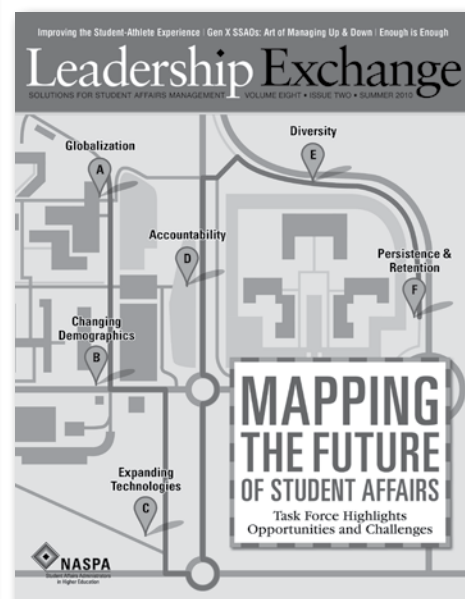
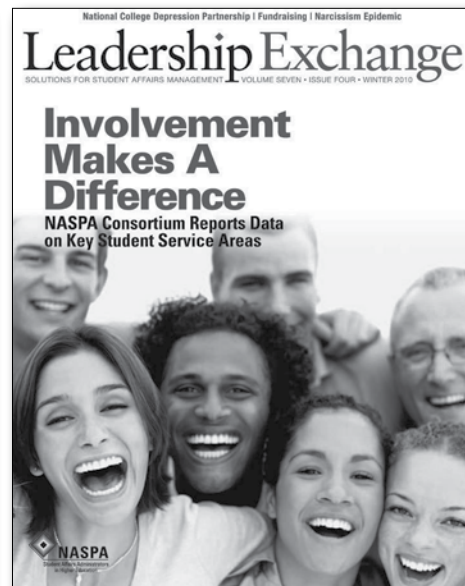
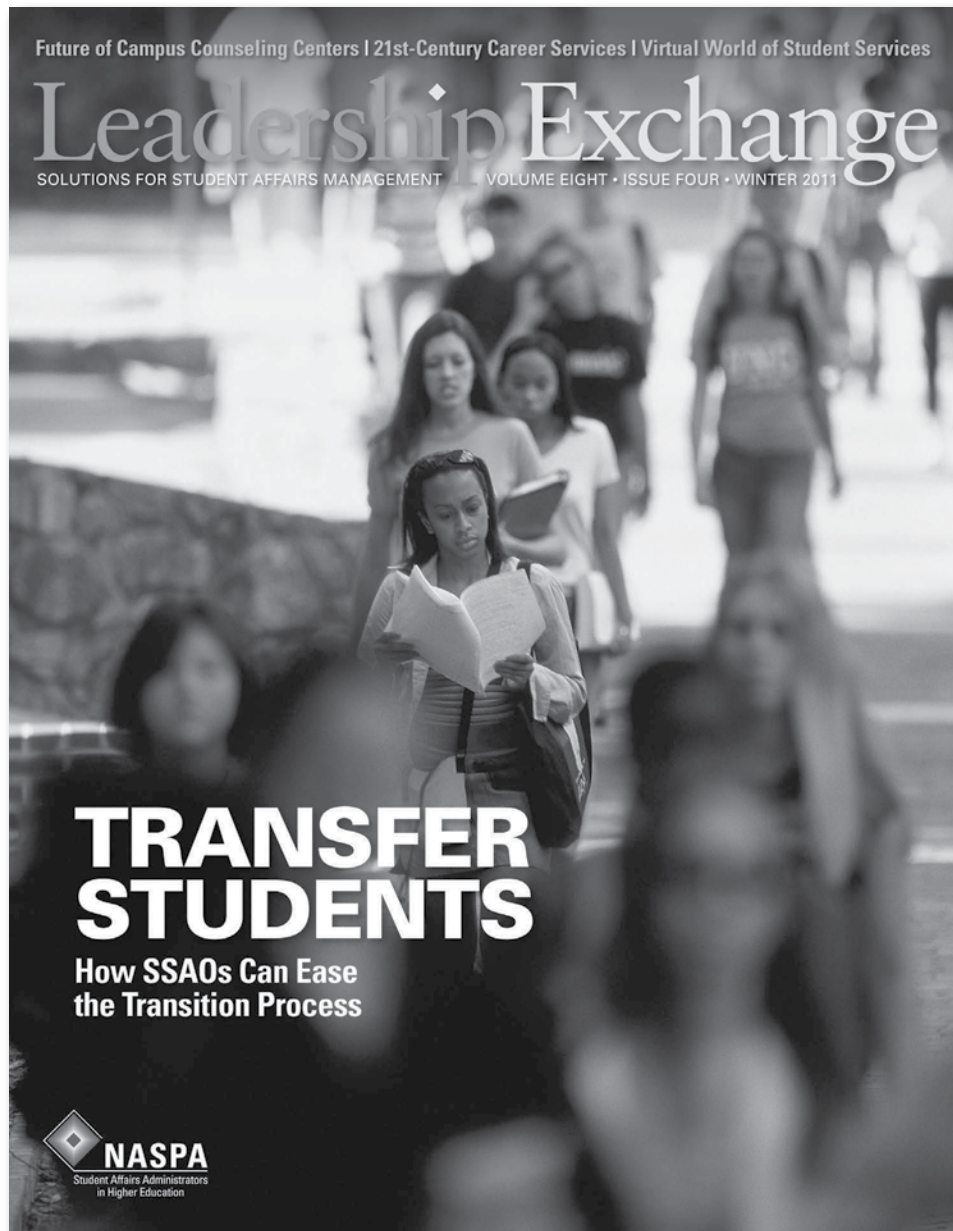
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Monday Schedule

6:30 a.m.—11:45 p.m.
First-timers Lounge <i>Sheraton North Mountain</i>
7:00 a.m.—6:00 p.m.
Cyber Café <i>Convention Center Hall AB Foyer</i>
7:00 a.m.—10:00 a.m.
NUFP Full Board Meeting <i>Hyatt NASPA President Suite #747</i>
7:00 a.m.—9:00 a.m.
Region II Knowledge Community Representatives Meeting <i>Sheraton Camelback (A)</i>
7:00 a.m.—8:30 a.m.
International Association of Student Affairs and Services <i>Sheraton Maryvale (A-C)</i>
Southeastern Conference Senior Student Affairs Officers Meeting <i>Sheraton South Mountain</i>
7:00 a.m.—8:15 a.m.
NASPA President's Breakfast for Faculty <i>Sheraton Paradise Valley</i>
7:00 a.m.—8:00 a.m.
Community College Advisory Board Meeting <i>Sheraton Laveen (B)</i>
Vinyasa Power Hour Yoga <i>Sheraton Maryvale (B)</i>
Zumba Fitness Class <i>Hyatt Regency Ballroom (A)</i>
7:15 a.m.—8:15 a.m.
2013 Featured Speakers Committee Meeting <i>Hyatt Board Room</i>
7:30 a.m.—10:30 a.m.
NPC National Presidents Meeting <i>Hyatt Curtis (A-B)</i>
7:30 a.m.—8:30 a.m.
Roundtable Sessions <i>Convention Center</i>
2013 Program and Pre-conference Workshop Committees Meeting <i>Sheraton Ahwatukee (B)</i>
Administrators in Graduate and Professional Student Services Knowledge Community Breakfast Meeting – Meet the Regional Representatives <i>Sheraton Cave Creek</i>

Adult Learners and Students with Children Knowledge Community Meeting
Hyatt Cassidy

Asian Pacific Islanders Knowledge Community Breakfast Meeting (open)
Sheraton Encantanto (B)

Assistants to SSAOs and Specialty Administrators
Sheraton Ahwatukee (A)

Disability Knowledge Community Business Meeting (open)
Hyatt Moran

7:45 a.m.—8:30 a.m.

Indigenous Peoples Knowledge Community Business Meeting (closed)
Hyatt Russell (A-C)

8:00 a.m.—5:30 p.m.

Hospitality
Convention Center North Entrance Foyer

8:00 a.m.—5:00 p.m.

Onsite Registration and Check-in
Convention Center 223 Foyer

NASPA Bookstore
Convention Center 221 Foyer

NASPA Foundation Silent Auction
Convention Center 222 Foyer

SSAO Lounge
Convention Center 121A

8:30 a.m.—4:30 p.m.

Graduate/New Professional Case Study Competition
Hyatt Ellis

8:00 a.m.—3:00 p.m.

Exhibitor Registration and Check-in
Convention Center Hall AB

8:30 a.m.—10:00 a.m.

Health in Higher Education Knowledge Community Meeting (open)
Hyatt Sundance

8:30 a.m.—9:45 a.m.

Featured Educational Session
Convention Center 120AB

International Advisory Board Meeting
Sheraton Coronado

8:30 a.m.—9:30 a.m.

Research Division Meeting
Sheraton Cave Creek

8:45 a.m.—9:45 a.m.

Educational Sessions
Convention Center/Sheraton

8:45 a.m.—9:30 a.m.

Technology “Un”session
Convention Center 229A

9:00 a.m.—3:00 p.m.

Exhibit Hall
Convention Center Hall AB

9:00 a.m.—10:00 a.m.

Campus Safety Knowledge Community Business Meeting
Sheraton Ahwatukee (A)

9:15 a.m.—11:15 a.m.

Ethics Taskforce Meeting
Hyatt Cassidy

9:30 a.m. - 10:30 a.m.

Immigration Artwork Artist Available
Convention Center Exhibit Hall AB

Parent and Family Relations Knowledge Community Business Meeting
Sheraton Ahwatukee (B)

9:45 a.m.—10:30 a.m.

Exhibit Hall Coffee Break
Convention Center Hall AB

10:00 a.m.—2:00 p.m.

Tunnel of Oppression (tours begin on the hour)
Sheraton Valley of the Sun (A-B)

10:30 a.m.—11:45 a.m.

New Professionals & Graduate Students Conference Consortium
Sheraton Laveen (A)

Featured Speaker – Lt. Dan Choi
Convention Center 120AB

10:30 a.m.—11:30 a.m.

Educational Sessions
Convention Center

10:30 a.m.—11:15 a.m.

Technology “Un”session
Convention Center 229A

11:00 a.m.—2:00 p.m.

2012 Western Regional Conference Planning Committee
Sheraton Ahwatukee (A)

11:45 a.m.—12:45 p.m.

Educational Sessions
Convention Center

12:00 p.m.—1:30 p.m.

Fraternity and Sorority Knowledge Community SSAO Luncheon (by invitation)
Sheraton Valley of the Sun (D)

12:00 p.m.—1:00 p.m.

NASPA Past Presidents' Luncheon
Hyatt NASPA President Suite #747

Regional Treasures Meeting
Sheraton Coronado

1:00 p.m.—3:00 p.m.

Disability Knowledge Community Leadership Team Strategy Meeting
Hyatt Moran

1:00 p.m.—2:45 p.m.

Latino/a Knowledge Community Business Meeting
Sheraton Maryvale (A)

1:00 p.m.—2:15 p.m.

New Professionals & Graduate Students Conference Consortium
Sheraton Laveen (A)

1:00 p.m.—2:00 p.m.

Educational Sessions
Convention Center

Alcohol and Other Drug Knowledge Community Business Meeting
Hyatt Curtis (A-B)

NUFP Alumni Brainstorm
Hyatt Cassidy

2:00 p.m.—4:00 p.m.

History Advisory Board Meeting
Sheraton Coronado

2:00 p.m.—3:00 p.m.

Immigration Artwork Artist Available
Convention Center Exhibit Hall AB

Tunnel of Oppression Information Session
Sheraton Valley of the Sun (A-B)

Knowledge Community Meeting (by invitation)
Sheraton Ahwatukee (B)

2:00 p.m.—2:45 p.m.

Exhibit Hall Ice Cream Break
Convention Center Hall AB

2:45 p.m.—4:00 p.m.

Featured Speaker – Consuelo Castillo Kickbusch
Convention Center 120AB

2:45 p.m.—3:45 p.m.

Educational Sessions
Convention Center

2:45 p.m.—3:30 p.m.

Technology “Un”session
Convention Center 229A

4:00 p.m.—5:15 p.m.

Featured Educational Session
Convention Center 120AB

SSAO Reception
Sheraton Valley of the Sun (C)

4:00 p.m.—5:00 p.m.

Educational Sessions
Convention Center

5:00 p.m.—7:00 p.m.

UW-La Crosse SAA Annual Meeting
Hyatt Regency Ballroom (D)

5:00 p.m.—6:00 p.m.

Assessment, Evaluation, and Research Knowledge Community Meeting (invitation only)
Sheraton Coronado

Introduction to Yoga
Hyatt Curtis (A)

Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community Research and Scholarship Committee Meeting (open)
Sheraton Ahwatukee (A)

SAPAA Knowledge Community Academic Advising Working Group Meeting (open)
Sheraton Ahwatukee (B)

Transgender Inclusion Team Meeting
Hyatt Curtis (A-B)

5:30 p.m.—7:00 p.m.

NUFP Reception
Sheraton Valley of the Sun (E)

5:30 p.m.—6:30 p.m.

MultiRacial Knowledge Community Meeting (open)
Hyatt Sundance

Region I Business Meeting
Convention Center 127C

Region II Business Meeting
Convention Center 127B

Region III Business Meeting
Convention Center 124B

Region IV-E Business Meeting
Convention Center 127A

Region IV-W Business Meeting
Convention Center 126B

Region V Business Meeting
Convention Center 126A

Region VI Business Meeting
Convention Center 124A

SAPAA Knowledge Community Career Services Working Group Meeting (open)
Sheraton Laveen (A)

SAPAA Knowledge Community Civic Engagement/Service Learning Working Group Meeting (open)
Sheraton Laveen (B)

SAPAA Knowledge Community Living–Learning Community Working Group Meeting (open)
Sheraton South Mountain

Technology Knowledge Community Meeting (open)
Hyatt Russell (A-C)

6:00 p.m.—7:00 p.m.

New Professionals & Graduate Students Knowledge Community Meeting (open)
Hyatt Regency Ballroom (A)

6:30 p.m.—8:30 p.m.

NASPA Foundation Awards Reception (by invitation)
Sheraton Phoenix (D-E)

7:00 p.m.—9:00 p.m.

Community Fair
Sheraton Phoenix (A-C)

Grad Prep Fair
Sheraton Phoenix (A-C)

7:00 p.m.—8:30 p.m.

African American Knowledge Community Meet and Greek (Divine9 and Friends)
Sheraton Phoenix D

Alumni and Friends of The University of Tennessee Reception
Hyatt Ellis East

Association of Christians in Student Development Reception
Hyatt Curtis (A)

Arizona State University Reception
Sheraton Maryvale (B)

Baylor Alumni and Friends
Sheraton Ahwatukee (B)

Boston College Reception
Sheraton Deer Valley

Colorado State University Reception
Sheraton Laveen (A)

Community Colleges Division Reception
Hyatt Ellis West

Florida Atlantic University Alumni and Friends Reception
Sheraton Laveen (B)

Friends and Colleagues of Seattle University
Sheraton South Mountain

Friends of Northern Illinois University
Sheraton Camelback (B)

Interfraternity Reception (open)
Sheraton Encantanto (B)

Leadershape, Inc. Reception
Hyatt Sundance

NASPA Florida State Social
Sheraton Encantanto (A)

NASPA Scholarly Journals Reception
Sheraton Camelback (A)

Stanford Alumni and Friends Reception
Hyatt Borien (B)

The Social Justice Training Institute Alumni and Friends Reception
Sheraton Desert Sky

The University of Kansas Alumni/Alumnae and Friends Rock Chalk Reception
Sheraton Cave Creek

University of Maryland Alumni and Friends
Sheraton Maryvale (A)

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8:00 p.m.—9:30 p.m.

Michigan State University Spartan Reception
Hyatt Moran

8:30 p.m. TweetUp

*Lucky Strike - Phoenix
50 W Jefferson St*

8:30 p.m.—10:00 p.m.

Center for Women / Women in Student Affairs Knowledge Community / Manicur Joint Reception
Hyatt NASPA President Suite #747

9:00 p.m.—11:00 p.m.

American Association of State Colleges and Universities Reception
Hyatt Curtis (A)

Grand Valley State University Alumni and Friends Social
Hyatt Cassidy

Region I Reception
Sheraton Valley of the Sun (E)

Region II Reception
Sheraton Valley of the Sun (D)

Region III Reception
Sheraton Paradise Valley

Region IV-E Reception
Sheraton Deer Valley

Region IV-W Reception
Sheraton Encantanto (B)

Region V Reception
Sheraton Encantanto (A)

Region VI Reception
Sheraton Valley of the Sun (C)

9:30 p.m.—11:00 p.m.

Alumni and Friends of Marquette University
Hyatt Curtis (B)

Friends of UConn Reception
Sheraton Estrella

LGBTQQA and Friends Awards Reception and Social
Hyatt Ellis East

New York University Reception
Sheraton Maryvale (A)

SUNY Alumni and Friends Reception
Hyatt Borien (B)

The State of Iowa Reception
Hyatt Remington

Virginia Tech Reception
Hyatt Borien (A)

9:30 p.m.—10:30 p.m.

University of Texas – San Antonio Reception
Hyatt Ellis West

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7:30–8:30 a.m.


Advising and Helping

	#	Title	Room
	007	From Mentor to Navigator: The Changing Tides of Mentorship	Convention Center 126B
	008	Is That Allowed?: Programming at Religiously Affiliated Campuses	Convention Center 221A
	009	Key Professional Competencies for New Professionals	Convention Center 131C
	010	Mixed Messages of College Alcohol Policies: What We Say vs. Do	Convention Center 128A
	016	Winning Strategies for Career Centers Serving Student Athletes	Convention Center 121B


Assessment, Evaluation, and Research

	#	Title	Room
	004	Build Student Success Knowledge Infrastructures Collaboratively	Convention Center 132A
	005	Building a Comprehensive Research Agenda for AGAPSS	Convention Center 132B
	011	Office of Graduate Student Affairs	Convention Center 126A


History, Philosophy, and Values

	#	Title	Room
	012	Paths to Deandom: Changing the Dean of Students Wayfinding	Convention Center 128B


Human and Organizational Resources

	#	Title	Room
	006	Dear Colleague: Conversations in Higher Education	Convention Center 132C
	012	Paths to Deandom: Changing the Dean of Students Wayfinding	Convention Center 128B


Law, Policy, and Governance

	#	Title	Room
	006	Dear Colleague: Conversations in Higher Education	Convention Center 132C


Leadership

	#	Title	Room
	003	Associate and Assistant VP Roundtable	Convention Center 127C
	004	Build Student Success Knowledge Infrastructures Collaboratively	Convention Center 132A
	009	Key Professional Competencies for New Professionals	Convention Center 131C
	014	Transforming Institutions: The Role of Campus Women's Centers	Convention Center 131B
	015	Walking by Faith: Christians in Public Higher Education	Convention Center 121C

Personal Foundations

	#	Title	Room
	015	Walking by Faith: Christians in Public Higher Education	Convention Center 121C

Student Learning and Development

	#	Title	Room
	001	A Tornado Took Our House—College Students Brought it Back	Convention Center 127B
	002	Advocacy and Allies: Responding to Resistance	Convention Center 131A
	007	From Mentor to Navigator: The Changing Tides of Mentorship	Convention Center 126B
	008	Is That Allowed?: Programming at Religiously Affiliated Campuses	Convention Center 221A
	011	Office of Graduate Student Affairs	Convention Center 126A
	016	Winning Strategies for Career Centers Serving Student Athletes	Convention Center 121B

Monday, March 12

ROUNDTABLE SESSIONS
7:30 a.m.–8:30 a.m.

001 A Tornado Took Our House—College Students Brought it Back

Convention Center 127B

Eric Buschlen, *Central Michigan University*

Amy McGinnis, *Central Michigan University*

The violent tornados that struck in the spring and summer of 2011 adversely affected the lives of many Americans. This program will explore a qualitative research endeavor that took place in May 2011 in Pulaski, Virginia, where a devastating tornado struck. In May, a small group of Central Michigan University Leadership Studies students journeyed there to help with clean-up efforts. While onsite for a week the students kept a 'prompt-based' journal that was linked to the elements of the Social Change Model. Participants will learn about that research endeavor and the life-changing elements of social engagement through this form of service. The trip to Pulaski was meant to be one of labor, but it turned out to be a life-changing trip.

002 Advocacy and Allies: Responding to Resistance

Convention Center 131A

Kevin Huie, *University of California, Irvine*

Zabie Khorakiwala, *University of California, Irvine*

Mike Knox, *University of California, Irvine*

Genice Sarcedo, *University of California, Irvine*

Through a variety of experiences and educational offerings, students often feel empowered to serve as advocates or allies for communities of people they come to understand as being underserved, marginalized, or discriminated against on our college campuses. However, students often encounter different forms of resistance in these desired roles, whether it stems from the internal struggle they experience as a member of a dominant group or as a result of the actions and reactions from the communities of people with whom they are trying to ally. Participants in this roundtable session will briefly consider relevant research and personal accounts addressing this resistance; attempt to further define and identify the obstacles and resistance that advocates and allies face; and brainstorm and develop best practices and pathways to address these forms of resistance.

003 Associate and Assistant VP Roundtable

Convention Center 127C

Brandi Hephner LaBanc, *Northern Illinois University*

Amy Hecht, *Auburn University*

Karen Warren Coleman, *The University of Chicago*

Kelly Wesener, *Northern Illinois University*

This roundtable dialogue intends to purposefully enhance participants' networks and further professional resources for those serving in the associate or assistant vice presidency role. Participants will be asked to share challenges and solution-oriented results they have encountered in this mid- to senior-level role. Additionally, participants will offer their perspectives related to human resource and organizational management and walk away with new strategies and approaches to apply in practice. The desired outcome for this gathering is to build personal connections and begin a larger dialogue that may result in expanded professional development opportunities via NASPA for this specific population of professionals.

004 Build Student Success Knowledge Infrastructures Collaboratively

Convention Center 132A

Donna Ekai, *University of Texas at El Paso*

Anthony Abrantes, *The University of Texas at El Paso*

Juan Lira, *Texas A&M International University*

Larissa Schmersal, *The University of Texas at El Paso*

Mary Trevino, *Texas A&M International University*

Dean Williamson, *Prairie View A&M University*

Yan Xie, *The University of Texas at El Paso*

Participants will discuss the benefits of collaboration to develop student success knowledge infrastructures. Such infrastructures provide the capacity to quickly and reliably convert data into meaningful insights to support institutional practices. Participants will learn about one collaborative project in Texas and discuss ideas for overcoming challenges (cost, fragmented data, context-appropriate data interpretation) by collaborating across professional and institutional boundaries.

005 Building a Comprehensive Research Agenda for AGAPSS

Convention Center 132B

Mary Hall, *University of Virginia*

Participants will have the opportunity to further develop a comprehensive research agenda for the Administrators in Graduate and Professional Student Services (AGAPSS) Knowledge Community. In addition to specific research topics, discussion will focus on developing collaborative relationships with researchers from other professional associations (CGS, AERA, ASHE, etc.). Faculty and administrators working with the graduate and professional student population and graduate students with parallel research interests will discuss topics in small groups and contribute to the whole group development of a robust research agenda.

006 Dear Colleague: Conversations in Higher Education

Convention Center 132C

Jason Casares, *Indiana University*

Kevin Dougherty, *University of California, Los Angeles*

The U.S. Department of Education released a 'Dear Colleague' letter to clarify issues related to sexual assault, harassment, victim rights, and investigations, but many student affairs professionals are left with more questions than answers as a result. This roundtable will provide an opportunity for discussion of best practices and implementation efforts at colleges and universities around the country.

007 From Mentor to Navigator: The Changing Tides of Mentorship

Convention Center 126B

Lisa Endersby, *University of Ontario Institute of Technology*

Bryce Hughes, *University of California, Los Angeles*

The role of the peer mentor in higher education often assumes a lopsided distribution of power, placing new students at a disadvantage and undervaluing their experiences and skills. The mentors themselves are also under undue pressure to act as role models, knowing all of the answers and making no mistakes. The highlighted program proposes a simple shift in terminology to create a more profound change in the mentoring relationship. Peer navigators support meaningful learning and development by guiding, not steering, the ship for incoming students.

008 Is That Allowed?: Programming at Religiously Affiliated Campuses

Convention Center 221A

Shannon M Taylor, *Loyola Marymount University*

Helen Alatorre, *Loyola Marymount University*

Andrea Niemi, *Loyola Marymount University*

Research has indicated that learning occurs when one confronts something different from what one knows or has experienced in the past (Terenzini, 1999). Programming on campuses today provides a marketplace of ideas to broaden student perspectives, but this can be difficult within certain institutional contexts. This discussion will highlight the challenges and triumphs of effective programming for religiously-affiliated and faith-based campuses by exploring different programming models, strategies, and ideologies.

009 Key Professional Competencies for New Professionals

Convention Center 131C

Kelvin Harris, *Kingsborough Community College (CUNY)*

Kendall Exume, *George Washington University*

Darren Hargrove, *Florida International University*

David Jones, *University of Massachusetts Lowell*

J. Nicole Simpson, *University of Maryland College Park*

Franklin Soares, *Morehouse College*

Developing purposeful professional and educational competencies as a new professional is key to advancement. Being able to effectively implement competencies such as professional development, relationship building, supervision, and managing change enables new professionals to develop important purposeful skills, which creates new opportunities. In this roundtable discussion, the presenters discuss elements of developing purposeful competencies and how to utilize these skills to advance professionally.

010 Mixed Messages of College Alcohol Policies: What We Say vs. Do

Convention Center 128A

Beverly Dolinsky, *Endicott College*

Kevin Carmody, *Endicott College*

This roundtable discussion delves into the paradox of upholding college alcohol policies in the face of cultural norms glorifying underage drinking. Providing a framework for discussion, research summarizing the alcohol policies and strategies of 100 colleges across the country will be shared. New strategies being used on our campuses to create healthier communities will be discussed.

011 Office of Graduate Student Affairs

Convention Center 126A

Barbara Gossett, *Stevens Institute of Technology*

Israel Rodriguez, *New York University*

Providing services and developing graduate/professional students has been an area of limited research. Many schools are creating their first graduate student affairs departments. Discussion will include critical issues in graduate/professional student affairs administration, how to encourage more research and publication about best practices, and how to encourage professional development sessions at conferences to support our colleagues.

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012 Paths to Deandom: Changing the Dean of Students Wayfinding

Convention Center 128B

Eric Norman, *Indiana Purdue Fort Wayne*

J. Patrick Biddix, *University of Tennessee*

Tomas Jimenez, *Georgia Gwinette College*

Erik Kneubuehl, *Fashion Institute of Technology*

Darrell Ray, *Louisiana State University*

Michele Toppe, *Portland State University*

Student affairs practitioners have a natural progression of titles when moving into areas of increased responsibility. In order to be a dean of students, what are the recommended paths to take? Multiple factors will be discussed including job duties, length of stay, institutional type and size, committee involvement, degree attainment, professional involvement, and relocation. Participants in this roundtable will explore the trends, incorporating research within the context of a panel of sitting deans and associate vice presidents. Career mapping and plotting strategies will be discussed to assist participants' wayfinding skills.

013 Promoting Scholarship Regarding Student Affairs and Academic Affairs Partnerships

Convention Center 126C

Leanna Fenneberg, *Saint Louis University*

Marguerite Bonous-Hammarth, *University of California, Irvine*

The call for integration of academic learning and student development is clear in recent literature. While a growing body of research indicates the value of such partnerships in promoting student learning, there is still much to be understood. This roundtable will promote dialogue on research interests and needs in the area of student affairs and academic affairs partnerships, and provide an opportunity to align interests towards projects including literature reviews, research projects, and research-based webinars.

014 Transforming Institutions: The Role of Campus Women's Centers

Convention Center 131B

Corrie Martin, *University of the Pacific*

Rita Jones, *Lehigh University*

Katherine Rose-Mockry, *University of Kansas*

More than half a century since the first campus women's center was established at the University of Minnesota, such centers have taken root at hundreds of colleges and universities across the country and have helped transform the stubbornly discriminatory landscape of higher education for students, faculty, and staff. As women's centers have proliferated, their missions, roles, and outcomes have also evolved through innovation and academic partnerships, to meet the needs of their campuses and communities, and confront challenges to their work and their very existence. This roundtable is devoted to exploring the question of how women's centers are transforming their campuses today and how they can effectively communicate their transformational impact and vision to institutional authorities, the broader campus, and local communities.

015 Walking by Faith: Christians in Public Higher Education

Convention Center 121C

Christy Moran Craft, *Kansas State University*

Benjamin Kohl, *Baylor University*

J.R. Love, II, *Kansas State University*

The purpose of this roundtable discussion is to provide an opportunity for Christians in public higher education to discuss ways in which they can appropriately express their religious identity within the workplace. Legal freedoms and constraints will be presented as a context for the discussion.

016 Winning Strategies for Career Centers Serving Student Athletes

Convention Center 121B

Michaeline Shuman, *Allegheny College*

Meghan Godorov, *Mount Holyoke College*

Student athletes comprise a significant percentage of the student body on many of our campuses. Furthermore, as members of a team, student athletes develop and hone many of the top qualities employers and internship recruiters seek. However, due to practice schedules and competition commitments, student athletes cannot always access the traditional services and programs of Career Centers. This roundtable program will provide a forum for sharing experiences and discussing effective outreach and career education with student-athletes.

FEATURED SESSION

8:30 a.m. – 9:45 a.m.

016a The Leadership University: Creating a Culture of Leadership Development

Convention Center 120AB

Steve Ballard, *East Carolina University*

Virginia Hardy, *East Carolina University*

Public universities have numerous obligations, and current evidence suggests that the public's trust in universities meeting these obligations has waned significantly. Upon assuming the chancellorship of East Carolina University (ECU) in the spring of 2004, Steve Ballard believed that leadership was one important way for the public university to meet its responsibilities and help restore some of the lost trust. Specifically, his vision that leadership development is central to a university's mission and that "institutional leadership" is a critical requirement for the future has prevailed in his work the last eight years. Following an extended strategic planning process and the development of new mission and vision statements for ECU, the university presented and the Board of Trustees accepted an institutional strategic plan with five primary goals. The second of these goals was for ECU to be "The Leadership University." This session examines the values behind this commitment, the infrastructure being developed to ensure its success, challenges in being successful, and potential lessons for other public universities.

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8:45 a.m.–9:45 a.m.


Advising and Helping

	#	Title	Room
	036	Faculty Mentorship for Students with Disabilities	Convention Center 227B


Assessment, Evaluation, and Research

	#	Title	Room
	028	EBI and MAP-Works: A Focus on Assessment and Student Retention	Convention Center 127A
	030	Effects of Community-building Programs in Student Neighborhoods	Convention Center 221A
	035	Exploring Students' Decision to Attend a Student Affairs Program	Convention Center 226B
	037	Graduate Student Orientation: From Development to Assessment	Convention Center 126A
	039	Igniting a Paradigm Shift to a Learning-centered Organization	Convention Center 131B
	043	Parent–University Partnerships and College Student Success	Convention Center 228B
	044	Predicting Student Attrition and Then Preventing It	Convention Center 231C
	045	Reducing the Smoke: Including Students in Smoke-free Initiatives	Convention Center 222A
	049	Spirituality and College Student Leadership Development	Convention Center 225A

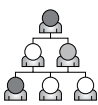
Equity, Diversity, and Inclusion

	#	Title	Room
	020	Building Allies for the Asian American Student Community	Convention Center 228A
	029	Effective Practices for Summer Bridge Programs	Convention Center 231A
	033	Engaging Frontline Staff to Improve Survey Response Rates	Convention Center 121B
	034	Examining Productive Masculinities Among Undergraduate Men	Convention Center 225B
	047	SB 1070: The Impact Two Years Later	Convention Center 226A
	042	On the Shelf: Revaluing Primal Knowing in Native Student Support	Convention Center 127B
	052	The Multiculturally Competent Student Affairs Organization	Convention Center 232C
	054	Turning International Experience into Intercultural Competence	Convention Center 126C
	055	Voices for Progress: Intra-group Dialogue and Male Engagement	Convention Center 132C


History, Philosophy, and Values

	#	Title	Room
	018	Are College Students Adults? Student–Parent–Institution Friction	Convention Center 132A


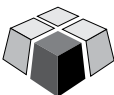

Human and Organizational Resources

	#	Title	Room
	021	Building Tomorrow's Workforce	Convention Center 222C
	023	Collaboration: A Key to Systemic, Creative, and Sustainable Change	Convention Center 132B
	032	Empowerment through Autobiography: The Why Trumps the What	Convention Center 128B
	038	IASAS: Global Leadership for the 21st Century	Convention Center 226C
	040	Live2Lead: Developing a Culture of Student Leadership	Convention Center 229A
	051	The First 90 Days: Career Transition Strategies for SSAOs	Convention Center 125

Law, Policy, and Governance

	#	Title	Room
	047	SB 1070: The Impact Two Years Later	Convention Center 226A

8:45 a.m.–9:45 a.m.

Leadership			
	#	Title	Room
	017	#Winning with Technology: Optimizing Student Engagement	Convention Center 231B
	019	Building a Culture for Student Success	Convention Center 227A
	022	Career Services: Successful Approaches to Transformation	Convention Center 124A
	023	Collaboration: A Key to Systemic, Creative, and Sustainable Change	Convention Center 132B
	024	Conversations Creating Change: Social Class and Fraternity/Sorority Life	Convention Center 121C
	025	Creating Effective Teams with Team StrengthsQuest	Convention Center 222B
	031	Emergency Response Teams on Campus	Convention Center 122A
	038	IASAS: Global Leadership for the 21st Century	Convention Center 226C
	040	Live2Lead: Developing a Culture of Student Leadership	Convention Center 229B
	041	Mentoring for Leadership: The Legacy of Dr. Susan Komives	Convention Center 232A
	043	Parent–University Partnerships and College Student Success	Convention Center 228B
	046	Rethinking Chapter Advising: The Role of Coaching and Technology	Convention Center 131A
	049	Spirituality and College Student Leadership Development	Convention Center 225A
	050	Students' Understandings of Leadership: Definitions and Context	Convention Center 128A
	051	The First 90 Days: Career Transition Strategies for SSAOs	Convention Center 125
Personal Foundations			
	#	Title	Room
	021	Building Tomorrow's Workforce	Convention Center 222C
	032	Empowerment through Autobiography: The Why Trumps the What	Convention Center 128B
	039	Igniting a Paradigm Shift to a Learning-centered Organization	Convention Center 131B
	042a	Outside the Classroom Curriculum: Educating the Whole Student	Convention Center 124B
Student Learning and Development			
	#	Title	Room
	017	#Winning with Technology: Optimizing Student Engagement	Convention Center 231B
	018	Are College Students Adults? Student–Parent–Institution Friction	Convention Center 132A
	020	Building Allies for the Asian American Student Community	Convention Center 228A
	024	Conversations Creating Change: Social Class and Fraternity/Sorority Life	Convention Center 121C
	026	Critical MASS: Leaders Mentoring Students for Behavior Change	Convention Center 126B
	027	Driving Student Leadership to Shift the Campus Wellness Culture	Convention Center 127C
	028	EBI and MAP-Works: A Focus on Assessment and Student Retention	Convention Center 127A
	029	Effective Practices for Summer Bridge Programs	Convention Center 231A
	034	Examining Productive Masculinities Among Undergraduate Men	Convention Center 225B
	036	Faculty Mentorship for Students with Disabilities	Convention Center 227B
	037	Graduate Student Orientation: From Development to Assessment	Convention Center 126A
	042	On the Shelf: Revaluing Primal Knowing in Native Student Support	Convention Center 127B
	042a	Outside the Classroom Curriculum: Educating the Whole Student	Convention Center 124B
	048	Social Action Collaborative: Developing Leaders for Social Change	Convention Center 131C
	050	Students' Understandings of Leadership: Definitions and Context	Convention Center 128A
	053	The Social Readiness of First- and Second-year College Students	Convention Center 232B
	055	Voices for Progress: Intra-group Dialogue and Male Engagement	Convention Center 132C

Monday, March 12

8:45 a.m.–9:45 a.m.

017 #Winning with Technology: Optimizing Student Engagement

Convention Center 231B

Catherine Provost, *The National Society of Collegiate Scholars*

Joshua Hibbard, *Azusa Pacific University*

By now, most institutions of higher education are regularly utilizing social media and new technologies to create student-friendly environments for engagement, learning, and development. But are these new technologies being used optimally? This program discusses the well-known uses of popular social media applications such as Facebook and Twitter, but also explores fresh ways to use these and other technologies to optimize student engagement. Through presentation and discussion of case studies, data, and experience, this program will encourage audience members to explore new ways in which technology may be used to engage students while also fostering institutional values, encouraging student development, fostering a sense of community, and increasing opportunities for learning. Participants are encouraged to bring their smart phones and laptops to interact.

018 Are College Students Adults? Student-Parent-Institution Friction

Convention Center 132A

Jen Meyers Pickard, *University of Arizona*

Kathy Adams Riester, *University of Arizona*

Tyler Thom, *University of Arizona*

Recent research on emerging adulthood indicates that college students and their parents hold different views than college administrators on when students achieve adulthood. This session will juxtapose traditional conceptualizations of adulthood with emerging adulthood and discuss why parents are more engaged with their students. Participants will be challenged to consider the possibility of adjusting their views and policies regarding students as full-fledged adults to enhance partnerships in the name of student development.

**8:45 a.m.—9:30 a.m.
TECHNOLOGY “UN”SESSION**

Crowd-Sourced Information

Convention Center 229A

Recognizing that technology changes daily, NASPA wanted to create an opportunity for current discussions post program-book printing. Please see the NASPA online schedule/mobile program guide for more information about this session.

019 Building a Culture for Student Success

Convention Center 227A

Steve Neilson, *Rollins College*

Marcia Roman, *Seminole State College*

Teri Yanovitch

Remember what it felt like to have great service? Lousy service? Now, imagine what students go through daily as they register, attend class, visit the library, pay bills, talk with financial aid, go to the dining hall, work on campus, and all the other things they do. Imagine a student experience in which exceptional service was experienced at every turn. The presenters will focus on the student affairs role in changing institutional culture to make that happen and, thereby, improving student persistence, completion, and success.

020 Building Allies for the Asian American Student Community

Convention Center 228A

Vijay Pendakur, *DePaul University*

Sumun Pendakur, *University of Southern California*

Is it possible to be an ally without critical knowledge about a marginalized community? This session contends that Asian American students are both misunderstood and underserved. Using counter-narrative history and critical race theory, this session will build capacities for allyship, enabling participants to effectively advocate for Asian American students on their campuses.

021 Building Tomorrow's Workforce

Convention Center 222C

Annette Uncangco, *DeVry University*

Janet Caminos, *DeVry University*

Jackie Woods, *DeVry, Inc.*

Interested in improving your employment statistics? Learn how DeVry University has re-energized their career services program to engage students as active participants in their careers. Career aptitude tests and the institution's partnership with CareerBuilder will be discussed. Presenters will also introduce the Career Ready Plan: a four-stage plan outlining activities designed to assist students with successful career transitions. Join the presenters as they share their experiences to conquer challenges graduates face in today's economy.



022 Career Services: Successful Approaches to Transformation

Convention Center 124A

Margaret (Peggy) Jablonski, *University of New Haven*

Sheila Curran, *Curran Career Consulting*

Larry Moneta, *Duke University*

Career services used to be the department student affairs could afford to ignore. Career fairs were full, students found jobs, and no one complained. Not any more. With college tuition rising and unemployment rates for young graduates still in double digits, graduate success has become a critical issue for colleges and universities. Through discussion, presenters will demonstrate how new approaches to career preparation can enhance student prospects, while elevating the role of student affairs in achieving institutional strategic goals.

023 Collaboration: A Key to Systemic, Creative, and Sustainable Change

Convention Center 132B

Ralph Gigliotti, *Villanova University*

Lori Blake, *Villanova University*

Caitlin Russell, *Villanova University*

In an effort to enhance undergraduate student learning and student satisfaction, collaboration has become an increasingly relevant tool in student affairs. This interactive session will introduce innovative methods for building systemic, creative, and sustainable partnerships in higher education. Recognizing the inherent challenges of collaboration, the presenters will fuse relevant collaboration theories in the field with best practices from our institutions to encourage graduate students and new professionals to influence change through interdisciplinary programming.

023a Connecting the Best People with the Best Positions: The Placement Exchange

Convention Center 221BC

Matt Trainum, *George Washington University*

Alvin Sturdivant, *Seattle University*

You've heard about how NASPA, ACUHO-I, NACA, NODA, ASCA, AFA, and HigherEdJobs have brought student affairs placement together via The Placement Exchange and The Placement Exchange annual event. Come find out more about what services The Placement Exchange provides, both year round and at Placement along with the information regarding The Placement Exchange Orlando in 2013. Candidates and employers familiar and not familiar with TPE will receive valuable information about how placement works from all perspectives. You will walk out more prepared to be successful at this crucial event, while having the opportunity to provide feedback on what they, as candidates or employees, expect from the premier student affairs placement event.

024 Conversations Creating Change: Social Class and Fraternity/Sorority Life

Convention Center 121C

Kimberlee Monteaux, *University of Vermont*

This interactive session will engage attendees in conversations about the taboo topics of social class and fraternity/sorority life. Participants will be given tips and tools to start talking (or continue the conversations) about social class within any Greek community. The presenter is currently a doctoral student working on research in the area of social class and fraternity life; however, the topic is applicable to anyone working in education. Together, participants will leave ready to engage in conversations about social class and class indicators within their fraternity/sorority community.

025 Creating Effective Teams with Team StrengthsQuest



Convention Center 222B

Larry Braskamp, *Global Perspective Institute*

Tom Matson, *Gallup Organization*

Participants will be introduced to an approach developed by Gallup Organization that builds on Leadership StrengthsQuest and Team StrengthsQuest models. In small groups, participants will learn how to use the four keys—talent, expectations, motivation, and development—to create effective teams and partnerships.

026 Critical MASS: Leaders Mentoring Students for Behavior Change

Convention Center 126B

Heather Ockenfels, *University of Iowa*

David Grady, *University of Iowa*

Critical Mentoring and Student Support (Critical MASS) is a mentoring program that matches faculty and staff with students who demonstrate harmful alcohol and drug behavior. Critical MASS encourages positive student behavior, early intervention, and retention using motivational interviewing as a framework. Administrators will learn how this model can be adapted on their campuses as a low-cost option to encourage student learning, curb alcohol and drug behavior, and facilitate professional development for faculty and staff.

027 Driving Student Leadership to Shift the Campus Wellness Culture

Convention Center 127C

Connie Boehm, *The Ohio State University*

Bryan Ashton, *The Ohio State University*

Student involvement in wellness efforts at The Ohio State University has proven successful both for student leaders and the students we serve. Student leaders challenge traditional ideas and help provide the most participatory user experience possible for their peers. In this session, an undergraduate student and an administrator share their thoughts on the many opportunities for student engagement in promoting holistic wellness. Participants will also have the opportunity to highlight experiences advancing wellness on their own campuses.

028 EBI and MAP-Works: A Focus on Assessment and Student Retention

Convention Center 127A

Todd Pica, *Educational Benchmarking Inc.*

Understanding the basic principles of assessment is the foundation for fulfilling your mission and having a positive influence on the lives of students. MAP-Works is Educational Benchmarking Inc.'s (EBI) latest web-based application for student retention and success. During this session, presenters will highlight the power of assessment and clarify the need to provide the right information to the people who ultimately make the decisions and who have a direct impact on the lives of students. The value and importance of benchmarking data will also be highlighted. Presenters will look closely at the MAP-Works program and how this unique approach to student development is having a measurable impact on retention and student success.

029 Effective Practices for Summer Bridge Programs

Convention Center 231A

Khristian Kemp-Delisser, *University of Vermont*

Jesena Gervacio, *University of Vermont*

Salomon Rodezno, *University of Vermont*

Summer high school-to-college bridge programs are long-standing traditional tools of retention in higher education, despite a lack of national research. To that end, this session seeks to present the University of Vermont's Summer Enrichment Scholars Program as a model of a long-standing bridge program and how it has evolved to respond to emerging student needs and university mandates. The presenters also hope to foster open dialogue about ways to identify and measure successful bridge programs.

030 Effects of Community-building Programs in Student Neighborhoods

Convention Center 221A

Sean McLaughlin, *The Ohio State University*

Thousands of students live in neighborhoods adjacent to urban university campuses. Social disorganization in these communities leads to a host of challenges that confront the university. This presentation will explore the results of a quantitative research study that investigated the social context, demographic structures, and efficacy of intervention strategies designed to build community in student neighborhoods near The Ohio State University.

031 Emergency Response Teams on Campus



Convention Center 122A

Grant Azdell, *Randolph-Macon College*

Kristin Morgan, *Azdell-Morgan Organizational Management Solutions, LLC*

Greg Naylor, *University of the Arts, Philadelphia*

This interactive workshop will utilize 'best practice' models for establishing an Emergency Response Team (ERT) on a college campus. Many colleges and universities have informal ways of dealing with crisis situations. Few understand that ERT models allow for an all-hazards approach to campus safety preparation and response. Participants will learn who should be part of an ERT, what they should do, and how they should do it. Those that have a team already in place will be able to share their ideas and learn from others as well.

032 Empowerment through Autobiography: The Why Trumps the What

Convention Center 128B

Michael Curry, *New River Community and Technical College*

This practical presentation focuses on the exciting and revolutionary techniques of Axiological Psychology and its effects on student success and empowerment. Beginning with strategies of autobiography, participants will learn the 20 steps to empowerment, moving from analysis of Cultural Capital to full Transformational Empowerment. Applying these strategies to the arena of academic and career counseling, presenters will then analyze the epidemic of Neogenic Neurosis and its effects on academic/career choices, persistence, and satisfaction.

033 Engaging Frontline Staff to Improve Survey Response Rates

Convention Center 121B

Susan Spangler, *Kanawha Valley Community and Technical College*

Melissa Bussear, *Central Michigan University*

Sherry Woosley, *Educational Benchmarking Inc.*

Frontline student affairs professionals are rarely engaged in retention projects. However, if student feedback via surveys provides valuable information needed to help students succeed, there is an incentive for them to help achieve high response rates. Practitioners from two different institutions discuss proven strategies like staff engagement, marketing campaigns, and class credit used to achieve exceptionally high response rates on online surveys. Concrete examples, lessons learned, and improvements will be shared.

034 Examining Productive Masculinities Among Undergraduate Men



Convention Center 225B

Frank Harris III, *San Diego State University*

Shaun Harper, *University of Pennsylvania*

Research on undergraduate men focuses almost exclusively on problematic behaviors such as homophobia and sexism, high rates of alcohol consumption, violence against women, sexual promiscuity, and overrepresentation among campus judicial offenders. Practically nothing is known about those who perform productive versions of masculinity in environments in which sexist, racist, and homophobic behaviors are exacerbated (i.e., fraternity houses). Findings from a national study will be presented and discussed in this session.

035 Exploring Students' Decision to Attend a Student Affairs Program



Convention Center 226B

Dustin Grabsch, *Seattle University*

Erica Yamamura, *Seattle University*

What influences students' search to attend a graduate student affairs program? This session will share findings from a yearlong study that examined students' graduate school search processes at a selective student affairs program in the Pacific Northwest. The presenters will share findings and best practices solicited from three distinct student populations: current students, alumni, and declined students (admitted students who declined to attend the program). Through our session, the presenters hope to demystify the graduate selection process and assist practitioners and faculty in supporting emerging graduate students in their student affairs pathway.

036 Faculty Mentorship for Students with Disabilities

Convention Center 227B

Roger Wessel, *Ball State University*

Shawn Patrick, *University of Hawai'i at Manoa*

The transition from high school to college can be a difficult experience for many students, especially for students with disabilities (SWDs). What issues do SWDs encounter when transitioning to their first year of college? This session will present findings from a 2011 study on SWDs who had a faculty mentor, and include a discussion of how student affairs educators can better assist SWDs to be successful during their collegiate experience.

037 Graduate Student Orientation: From Development to Assessment

Convention Center 126A

Christine Wilson, *University of California, Los Angeles*

Lisa Dillman, *University of California, Los Angeles*

Valerie Shepard, *University of California, Los Angeles*

In this interactive session, the presenters will discuss the development, implementation, and assessment of the UCLA Graduate Student Orientation (GSO) program. Participants will have an opportunity to hear about and share best practices for graduate student orientations – using the UCLA GSO as a case study to facilitate discussion – and to do a hands-on learning activity using logic modeling as an assessment tool. Participants will leave the session with resources designed to assist them with program planning, implementation, and assessment.

038 IASAS: Global Leadership for the 21st Century

Convention Center 226C

Roger Ludeman, *International Association of Student Affairs and Services (IASAS)*

Robert Shea, *Memorial University of Newfoundland*

Lisa Bardill Moscaritolo, *Pace University Pleasantville*

The International Association of Student Affairs and Services (IASAS), launched in 2010, is the first worldwide body in student affairs. This session will review IASAS origins and history as well as its mission, vision, and values statements. Opportunities will be provided for attendees to receive updates on cross border issues in our field and work with other student affairs/services and higher education groups around the world. Audience participation will include discussion of global issues by an international panel and how those issues relate to the IASAS mission, with an emphasis on the future of the organization.

039 Igniting a Paradigm Shift to a Learning-centered Organization

Convention Center 131B

Frank Shushok, *Virginia Tech*

Cynthia Bonner, *Virginia Tech*

Martha Glass, *Virginia Tech*

Edward Spencer, *Virginia Tech*

Being a student learning-centered organization is easier said than done; but for one institution, implementing a plan for change has ignited the division of student affairs to a new purpose and mission. This session is the story of a large student affairs division and its adoption of five student learning outcomes: unwavering curiosity, self-understanding and integrity, civility, courageous leadership, and Ut Prosim (That I May Serve). The process of determining these outcomes was difficult enough, but aligning people and resources to achieve and measure them is even more of a leadership challenge. Join us on the first two years of our journey and perhaps be influenced to embark on a similar path toward change on your campus.

040 Live2Lead: Developing a Culture of Student Leadership

Convention Center 229B

Jason Harville, *University of West Georgia*

Janine Weaver-Douglas, *University of West Georgia*

As Scottish politician John Buchan notes, 'The task of leadership is not to put greatness into people, but to elicit it, for the greatness is there already.' At the University of West Georgia, a new initiative, the Live2Lead Orientation Series, has propelled our institution to stimulate a culture of leadership, one staff member at a time. This session will provide an overview of that series, its theoretical framework, and implications for further practice, research, and assessment.

041 Mentoring for Leadership: The Legacy of Dr. Susan Komives

Convention Center 232A

Amy Bergerson, *University of Utah*

Scott Brown, *Colgate University*

Deborah Golder, *Stanford University*

Debbie Heida, *Berry University*

Laura Osteen, *Florida State University*

Wendy Wagner, *George Mason University*

This session familiarizes participants with the foundational work of Dr. Susan Komives, 2010 NASPA Legacy Scholar. The presenters, all former students of Komives, will focus on how Komives' scholarship in leadership development guides purposeful student affairs scholarship and practice, and highlight how her mentoring transformed their scholarship and practice as change agents. Through interactions between participants and presenters, the session will emphasize how the links between research and practice create mentoring networks to ignite leadership throughout the student affairs field.

042 On the Shelf: Revaluing Primal Knowing in Native Student Support

Convention Center 127B

Charlotte Davidson, *University of Illinois at Urbana-Champaign*

Jamie Singson, *University of Illinois at Urbana-Champaign*

Ashley Tsosie-Mahieu, *University of Arizona*

This session will look at the complexities and challenges facing Native American and Indigenous students in higher education environments. The panelists will discuss the experiences and challenges they have faced while exploring ways to engage decolonizing methodologies in the academy. The shared journey of the presenters has connected how they engage strides for 'change' in the academy, while a heightened connection to their personal stories has increased a grounding in family, kinship, nation, and traditional knowledge ways.

042a Outside the Classroom Curriculum: Educating the Whole Student

Convention Center 124B

Shawn Brooks, *University of Pittsburgh*

Kathy HumphreySingson, *University of Pittsburgh*

Committed to the concept of educating the whole student, the University of Pittsburgh is involved in the fourth year of a campuswide initiative that integrates the academic and cocurricular student experience. From the moment students arrive on campus and throughout their undergraduate education, they use the 'Outside the Classroom Curriculum' as a vehicle to help them design, document, and demonstrate their holistic development in a number of critical areas that have been identified as helping to make them more marketable upon graduation.

043 Parent-University Partnerships and College Student Success

Convention Center 228B

Eric Rivera, *San Diego State University*

Reynaldo Monzon, *San Diego State University*

The impact of parent partnerships on key student success outcomes—such as academic performance, student retention, and graduation—has not been routinely examined in higher education, particularly for the highly involved parents of today's 'Millennial Generation' students. This presentation will describe the results of a study that analyzed institutional outcome data on parent involvement for three cohorts of first-time freshmen.

044 Predicting Student Attrition and Then Preventing It

Convention Center 231C

Thomas Miller, *University of South Florida*

Tracy Tyree, *University of South Florida*

Presenters will provide information about an approach to enhance student persistence and degree attainment in a targeted, purposeful, and efficient manner. The University of South Florida supported the development of a logistic regression model that predicts the risk of individual student attrition based upon prematriculation characteristics, including the College Student Expectations Questionnaire and various elements of institutional data. Students who are most at risk are personally contacted and, when possible, interviewed to determine what intervention strategies should be implemented.

045 Reducing the Smoke: Including Students in Smoke-free Initiatives



Convention Center 222A

Malinda Matney, *University of Michigan*

Simone Himbeault Taylor, *University of Michigan*

Campuses are responding to national health concerns with policies about student, faculty, and staff behavior every year, sometimes as incentives and other times as penalties. Providing intentional ways to involve students in health policy formation results in more creative solutions. In one university's creation of a smoke-free initiative, numerous forms of student feedback shaped its implementation. This presentation will describe examples of this recent application of student input to directly influence the decisions of institutional leaders.

046 Rethinking Chapter Advising: The Role of Coaching and Technology

Convention Center 131A

Terry Hogan, *University of Northern Iowa*

Tisa Mason, *Fort Hays State University*

Eve Riley, *National Panhellenic Conference*

Pete Smithisler, *North-American Interfraternity Conference*

A 2011 article in NASPA's *Leadership Exchange* ('Rethinking Fraternity and Sorority Advising: The Role of Coaching and Technology') recommended that the current fraternity/sorority advising model be retooled and focus on certifying volunteers to coach individual student leaders using new technology. This session will include an overview of the concepts introduced in the article, analysis provided by a panel of national fraternity/sorority and student affairs leaders, and participant discussion of the viability of the concepts.

047 SB 1070: The Impact Two Years Later

Convention Center 226A

Jason Casares, *Indiana University*

Kevin Dougherty, *University of California, Los Angeles*

NASPA decided to stay in Arizona, providing an opportunity to educate and highlight the voice of people impacted by SB 1070. In this session, panelists will share their powerful and personal stories. As part of the session, participants will have an opportunity to sign their name in opposition to SB 1070 and copycat bills.

Monday, March 12

8:45 a.m. – 9:45 a.m.

048 Social Action Collaborative: Developing Leaders for Social Change

Convention Center 131C

Marianne Magjuka, *Wake Forest University*

Stephen Hirst, *Wake Forest University*

Millennial students strive to change the world. As researchers and practitioners, we must shape this interest by equipping students to lead in their communities and work for sustainable change. The Social Action Collaborative (S.A.C.) at Wake Forest University provides authentic learning experiences for students to see themselves as change agents. In this session, the presenters will share programmatic elements of the S.A.C. and discuss ways in which it could be tailored to other institutional contexts.

049 Spirituality and College Student Leadership Development

Convention Center 225A

Meredith Smith, *Fairfield University*

Susan Komives, *University of Maryland, College Park*

Michele Matteo Mackie, *University of Maryland, College Park*

Tricia Shalka, *Johns Hopkins*

In an increasingly complex world, many have called upon higher education to develop leaders with strong minds and hearts to lead us forward. Using the Multi-Institutional Study of Leadership (MSL), the presenters will share pertinent findings on how spirituality contributes to student leadership development—specifically exploring spirituality's contribution to the three sets of values in the Social Change Model of Leadership (Individual Values, Group Values, and Society/Community Values). This research will provide an important contribution to the literature on spirituality and leadership development.

050 Students' Understandings of Leadership: Definitions and Context

Convention Center 128A

Paige Haber, *Texas State University- San Marcos*

Dave Borgealt, *DePaul University*

Rich Whitney, *DePaul University*

In this session, findings from two complementary mixed-method studies examining college students' definitions of leadership will be presented. The presenters will also share different leadership themes, as well as significant findings by demographic variables, college environment predictors, and institutional mission. Implications for purposefully promoting leadership on campus will be shared and discussed among session participants.

051 The First 90 Days: Career Transition Strategies for SSAOs

Convention Center 125

Frances E. Butler, *University of Arkansas*

John W. Murry, Jr., *University of Arkansas*

Based on a recent qualitative study, this session will outline a number of career transition strategies utilized by senior student affairs officers (SSAOs) during the first 90 days of their employment at four-year, public land grant institutions. This interactive presentation includes an overview of career transition literature; a summary of the study results; discussion examining leadership, management, and change strategies for mid-level and senior officers in student affairs; recommendations for institutions preparing for the arrival of a new SSAO; implications for improved practice; and a panel review with SSAOs discussing strategies they employed during their first 90 days.

052 The Multiculturally Competent Student Affairs Organization

Convention Center 232C

Lacretia Flash, *University of Vermont*

mae stephenson, *University of Vermont*

Many student affairs leaders and staff strive to create multiculturally competent organizations, but this goal is often elusive. Grounded in research that informed the development of the Multicultural Competence in Student Affairs Organizations Questionnaire, this session will present a framework and examples of the eight qualities of multiculturally competent student affairs organizations. Session participants will also have the opportunity to discuss challenges with and strategies for advancing organizational multicultural competence.

053 The Social Readiness of First- and Second-year College Students

Convention Center 232B

Gigi Secuban, *University of Arkansas*

This session will share the results of a study, which made use of a qualitative approach and a narrative research design that used focus group interviews, to develop an understanding of undergraduate college students' social readiness for the collegiate experience. . By having a better understanding of the factors that contribute to students' collegiate experience, administrators and faculty will be able to better develop policy and initiatives that contribute to students' eventual success, satisfaction, and graduation from higher education.

054 Turning International Experience into Intercultural Competence

Convention Center 126C

Chase Stoudenmire, *University of Arkansas*

Daniel Pugh, *University of Arkansas*

Mary Alice Serafini, *University of Arkansas*

Intercultural competence is critical for effective student affairs practice, as well as for fulfilling the public and civic mission of American higher education. This session will explore the Intercultural Development Inventory as a tool for the assessment and development of intercultural competence, will introduce participants to the argument that significant international experiences offer unique personal and professional developmental opportunities for student affairs practitioners.

055 Voices for Progress: Intra-group Dialogue and Male Engagement

Convention Center 132C

Charles H.F. Davis III, *University of Arizona*

Eddie Banks-Crosson, *Syracuse University*

Decades of research and practice have been aimed at the support of college women in an effort to make equitable their experiences in higher education. What has been missing is the need of college men to be supported in the development of more progressive understandings of themselves. To this end, intra-group dialogue has emerged as an effective model for engaging male students and developing their understandings of maleness and manhood. This presentation explores this research-based practice in-depth.



BOLDWITHOUT

B O U N D A R I E S


2013 NASPA Annual Conference
March 16–20, 2013
Orlando, Florida




PLAN ALSO TO ATTEND
The Placement Exchange
March 13–17, 2013
Orlando Florida

10:30 a.m.–11:30 a.m.


Advising and Helping

	#	Title	Room
	064	Creating a Veteran-friendly Advising Service	Convention Center 228B
	068	Dismantling the Myth of the Strong Black Female College Student	Convention Center 232B


Assessment, Evaluation, and Research

	#	Title	Room
	062	Building an Assessment Culture in the Fast Lane	Convention Center 222B
	065	Cyberbullying: It Doesn't Stop After High School	Convention Center 125
	075	I Have This Great Idea, So Now What? Publishing in NJAWHE	Convention Center 121B
	076	Igniting Change in Problematic Perceptions of Racial Identity	Convention Center 132C
	083	Strategic Assessment Planning: Engaging the Transforming Campus	Convention Center 122A
	089	The Greek Experience Exposed: Findings from the AFA/NASPA Consortium Study	Convention Center 132B
	092	The Student Affairs Imperative: An Assessment of our Future	Convention Center 128B
	093	The Student Learning Project: Identifying and Measuring Learning	Convention Center 225B
	094	Thriving in College: A New Future for Higher Education	Convention Center 232C

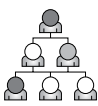
Equity, Diversity, and Inclusion

	#	Title	Room
	058	A Vision: The Native American Fraternity and Sorority Movement	Convention Center 127C
	059	Assessing Barriers for Transgender/Gender Nonconforming Students	Convention Center 227B
	061	Being Othered: Challenging Hegemony Within Student Organizations	Convention Center 126C
	064	Creating a Veteran-friendly Advising Service	Convention Center 228B
	067	Deconstructing the Perceived Prevalence of Christian Privilege	Convention Center 128A
	068	Dismantling the Myth of the Strong Black Female College Student	Convention Center 232B
	069	Facilitation Tools of Social Justice Allies	Convention Center 126B
	071	Global Student Affairs Experiences: Igniting Leadership Abroad	Convention Center 226A
	075	I Have This Great Idea, So Now What? Publishing in NJAWHE	Convention Center 121B
	076	Igniting Change in Problematic Perceptions of Racial Identity	Convention Center 132C
	078	Racial Justice in the Immigration Debate on College Campuses	Convention Center 228A
	079	Recharging the Meaning of Mentorship: A NUFP Cohort Model Experience	Convention Center 232A
	085	Student Staff Training Through a Social Justice Lens	Convention Center 229B
	090	The Renegotiation of Male Identity in Queer Men	Convention Center 231C
	091	The Role and Responsibilities of the Title IX Coordinator	Convention Center 124B

History, Philosophy, and Values

	#	Title	Room
	056	35 Years of Scholarship Through the NASPA Hardee Dissertation-of-the-Year Award	Convention Center 227A
	077	People, Purpose, Place: Reclaiming the Soul of Student Affairs	Convention Center 127B
	084	Student Personnel Point of View of 1937: Reflections After 75 Years	Convention Center 124A

Human and Organizational Resources

	#	Title	Room
	063	Collaborative Supervision for New and Mid-level Professionals	Convention Center 132A
	067	Deconstructing the Perceived Prevalence of Christian Privilege	Convention Center 128A

10:30 a.m.–11:30 a.m.

Law, Policy, and Governance			
	#	Title	Room
	066	Cyberbullying: Using Law and Litigation to Create Effective Policy	Convention Center 226C
	082	Shaping the Agenda: Current Issues in Public Policy	Convention Center 131B
Leadership			
	#	Title	Room
	070	From Education to Empowering Change: Going Green on Campus	Convention Center 222C
	071	Global Student Affairs Experiences: Igniting Leadership Abroad	Convention Center 226A
	074	How Women Lead: Approaches of Three Community College Leaders	Convention Center 131A
	078	Racial Justice in the Immigration Debate on College Campuses	Convention Center 228A
	085	Student Staff Training Through a Social Justice Lens	Convention Center 229B
	087	The First 90 Days for Women—Imagining the Opportunities	Convention Center 225A
	092	The Student Affairs Imperative: An Assessment of our Future	Convention Center 128B
Personal Foundations			
	#	Title	Room
	060	Be Strategic: Shape Your Student Affairs Career	Convention Center 131C
	074	How Women Lead: Approaches of Three Community College Leaders	Convention Center 131A
	084	Student Personnel Point of View of 1937: Reflections After 75 Years	Convention Center 124A
	087	The First 90 Days for Women—Imagining the Opportunities	Convention Center 225A
Student Learning and Development			
	#	Title	Room
	057	A Question with Many Answers: Who is the American College Student?	Convention Center 226B
	058	A Vision: The Native American Fraternity and Sorority Movement	Convention Center 127C
	061	Being Othered: Challenging Hegemony Within Student Organizations	Convention Center 126C
	070	From Education to Empowering Change: Going Green on Campus	Convention Center 222C
	072	Holistic Programming for Graduate Students	Convention Center 222A
	081	Scholarship in Student Affairs: A JSARP Authors' Discussion	Convention Center 126A
	082a	Silos to Ladders: Creating Meaningful Campus Collaborations	Convention Center 231B
	086	Study Abroad Issues for Student Affairs: From Safety to Success	Convention Center 231A
	088	The Forest or the Trees: Student Conduct and College Male Culture	Convention Center 221A
	090	The Renegotiation of Male Identity in Queer Men	Convention Center 231C
	094	Thriving in College: A New Future for Higher Education	Convention Center 232C

Monday, March 12

10:30 a.m.—11:15 a.m. TECHNOLOGY “UN”SESSION

Hashtags to Handles: Maximize your #NASPA12 through Twitter

Convention Center 229A

Although only recently picked up by the general population, Twitter is now commonplace for individuals wanting to get breaking news. You need not Tweet about Beyonce's pregnancy or the most recent presidential debate; Twitter can increase retention of information and benefit professional development. This session will begin with an overview of Twitter and how it can be used at live events. After a brief introduction, Twitter techs will engage in one-on-one training sessions. Whether you are a long-time fan of Twitter and want to help spread the love or are just getting started, come to this session prepared to engage, connect, and Tweet.

Some of your students will get sick next year



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10:30 a.m.–11:30 a.m.

056 35 Years of Scholarship Through the NASPA Hardee Dissertation-of-the-Year Award

Convention Center 227A

Anna Ortiz, *California State University-Long Beach*
Virginia Ambler, *College of William & Mary*
Stan Carpenter, *Texas State University-San Marcos*

Shaun Harper, *University of Pennsylvania*

Randy Hyman, *University of Minnesota Duluth*

In 2012, NASPA celebrates 35 years of the Melvene D. Hardee Dissertation-of-the-Year Award. As a founding member of the Florida State University Department of Higher Education and as a leader in the field, Hardee was instrumental in the growth of student affairs. This award calls for reflection on the professional contributions of Hardee as well as the inspired research and its influences that have followed. In the list of NASPA Hardee Award recipients, strands of her influence are clear not just in the winners' dissertations, but also in their professional lives.

057 A Question with Many Answers: Who is the American College Student?

Convention Center 226B

Mackenzie Streit, *Florida State University*

Brad Cox, *Florida State University*

Who is the American college student? This question defies simple answers, leaving alumni, faculty, and the general public to draw their own conclusions about college students based on anecdotes, personal experience, or the media. Through reflection and practical application, the session will demonstrate several ways in which student affairs professionals can effectively describe today's college students.

058 A Vision: The Native American Fraternity and Sorority Movement

Convention Center 127C

Robin Williams, *Oklahoma State University*

Derek Oxendine, *North Carolina State University*

Symphony Oxendine, *University of North Carolina at Greensboro*

Historically Native American Fraternities and Sororities (HNAFS) developed from Native American students, recognizing a lack of retention and support, a need for cultural awareness, and a desire to expand and promote the Native community. This session explores the foundations and impact these organizations have on Native students and their respective campuses. Participants will gain awareness of cultural competencies through discussions about the stereotypes and challenges of HNAFS to be partners and advocates for their future success.

059 Assessing Barriers for Transgender/ Gender Nonconforming Students

Convention Center 227B

Michael Sledge, *The Evergreen State College*

Linda Kasper, *University of South Florida*

Transgender and gender nonconforming students have been present on college campuses for some time, but there is growing dialogue about the barriers they face. This program will outline ways to assess institutional and student culture, and highlight important issues for change agents to consider. Time will be dedicated for participants to assess their own campuses.

060 Be Strategic: Shape Your Student Affairs Career

Convention Center 131C

Sonja Ardoin, *North Carolina State University*

Vicki Dobiyanski, *Florida State University*

As new professionals prepare for the first job search, resources, support and assistance seem readily available. However, what happens after the first job? How do student affairs professionals effectively shape their career path? Utilizing research literature and personal experiences, the presenters will explore multiple strategies for shaping a student affairs career, including formal and informal educational programs, job and volunteer experiences, professional development plans, networking, and self-reflection.

061 Being Othered: Challenging Hegemony Within Student Organizations

Convention Center 126C

Eric Gudmundson, *Miami University*

Ian Nikolai Prieto, *Miami University*

As student affairs professionals, we encourage students to keep an open mind and find their 'niche' on campus. However, there are costs and sacrifices that marginalized students make when joining organizations. During this presentation, participants will discuss the importance of the advisor in shifting student leadership paradigms to be more culturally competent. The presenters will share best practices for empowering student leaders to recognize the importance of inclusivity within their organizations.



Highlights



Featured Speaker
Lt. Dan Choi

Monday, March 12
10:30 a.m.—11:45 a.m.
Convention Center
120AB

062 Building an Assessment Culture in the Fast Lane

Convention Center 222B

Sara Littlecrow-Russell, *University of Massachusetts Amherst*

Sally Linowski, *University of Massachusetts Amherst*

In 2009–10, Student Affairs & Campus Life at UMass Amherst embarked on an ambitious two-year plan to infuse a culture of assessment throughout the division. This work has yielded a number of outcomes, but has required overcoming challenges in a number of ways. The goal of this session is to provide practical roadmaps for building cultures of assessing student learning; highlights will include best practices such as divisional learning outcomes and key performance indicators, a model timeline for building assessment capacity, top ten tools for cocurricular learning outcomes assessment, effectively utilizing existing data, and working with adult learners.



063 Collaborative Supervision for New and Mid-level Professionals

Convention Center 132A

Domonic Rollins, *Loyola University Chicago*

Katie Rutkowski, *Loyola University Chicago*

Ray Tennison, *Loyola University Chicago*

Student-centered programs require that professionals work synergistically together in their organizations. Besides direct service to students, supervision is one of the main ways professionals manage and deliver program outcomes. This session explores the benefits and challenges of collaborative supervision among peers for indirect reports in residence life. Communication, expectations, and strategies will be addressed as tools to execute collaborative supervision.

Monday, March 12

10:30 a.m. – 11:30 a.m.

064 Creating a Veteran-friendly Advising Service

Convention Center 228B

Kyle Danforth, *University of Colorado Denver*

Cameron Cook, *University of Colorado Denver*

John Patsey, *University of Colorado Denver*

Information and techniques will be provided on how to create a friendly advising environment for veteran students. Participants will discuss common veteran's issues and the development of specialized advising resources to help veteran students successfully navigate academic life.

064a Creating a World-Class Dining Facility to Achieve Tier One Dining Performance

Convention Center 127A

Tina Willcox, *Aramark Higher Education*

In 2011, the University of Houston achieved a Tier 1 ranking, becoming one of only three public universities in Texas to reach this exceptional standing. On the heels of this honor, the university was also recognized by The Princeton Review as being one of the nation's best institutions for undergraduate education. In citing the factors that contributed to an improved undergraduate experience, President Khator acknowledged its world-class dining facilities, such as its new Fresh Food Co. – the first of its kind in the Southwest and largest in the nation. Completed in just 92 days, the new dining facility and overall program have become a model for how institutions can drive growth and customer satisfaction. This session will highlight how the dining program transformed the campus experience.

065 Cyberbullying: It Doesn't Stop After High School

Convention Center 125

Anne Lombard, *SUNY - College of Environmental Science and Forestry*

Jennifer Grimm, *Belmont University*

Kent Smith, *Ohio University*

Brandon Wolfe, *Ohio University*

Tyler Clementi was the victim of a cultural phenomenon known as 'cyberbullying.' This presentation will highlight the limited research on cyberbullying at the post-secondary level, identify potential challenges in addressing this issue on campuses, review the needs and concerns of students involved in cyberbullying, address recent research conducted about the incidence of cyberbullying on three significantly different campuses, and provide recommendations for prevention and support measures that could be considered.

066 Cyberbullying: Using Law and Litigation to Create Effective Policy

Convention Center 226C

Tess Barker, *Iowa State University*

Once relegated to the playground, bullies now use technology to drastically expand their reach and impact. Student deaths involving cyberbullying have brought the issue to national attention and resulted in new legislation. The ever-changing nature of cyberbullying can challenge those drafting policies to address this issue. This session provides a basic understanding of laws related to bullying and the current legal limits on policy. Participants will critique existing policies in order to better understand what policies might work best for their own campus.

067 Deconstructing the Perceived Prevalence of Christian Privilege

Convention Center 128A

Christy Moran Craft, *Kansas State University*

Benjamin Kohl, *Baylor University*

J.R. Love, II, *Kansas State University*

The concept of Christian privilege has recently become a topic of discussion among some in higher education. The purpose of this program is to present and to discuss evidence that Christian privilege, though present to some degree, may not be as pervasive as many believe. Rather, secular humanism appears to be the worldview that forms the foundation for much of the work in public higher education. Implications concerning students' perceptions of worldview fit will be discussed.

068 Dismantling the Myth of the Strong Black Female College Student

Convention Center 232B

Nadia Richardson, *The University of Alabama*

Kimberly Jenkins-Richardson, *The University of Alabama*

Black female college students often experience stress from the pressure to embody 'superwoman' strength in intolerant academic settings. How can such students balance their stress when mistrust of counselors and the use of informal coping mechanisms serve as barriers that discourage the use of campus counseling services? This presentation explores the costs associated with internalized unrealistic concepts of strength among Black female college students while developing strategies for wellness through targeted networks of support.

069 Facilitation Tools of Social Justice Allies

Convention Center 126B

Andrew Wilson, *Emory University*

Alex Kappus, *University of Georgia*

Aaron Rutledge, *University of South Carolina*

How can individuals of privilege successfully facilitate dialogue on race, sexual orientation, or sexism? This program provides practical tools for allies to use when exploring topics such as oppression, racism, sexism, classism, heterosexism, and ableism. Participants will learn strategies as allies through various activities, facilitation skills, ally development theories, and emerging issues in social justice education.

070 From Education to Empowering Change: Going Green on Campus



Convention Center 222C

Dan Stypa, *University of South Florida*

Monica Rochon, *University of South Florida*

Sustainability initiatives are influential and stimulate student involvement, learning, and awareness. Housing and Residential Education at the University of South Florida has supported 'going green' by actively encouraging and engaging residents and staff to create, adopt, and implement green initiatives in the residential community and campus at large. This program will educate and empower participants to adopt green practices that are both educational and that help the environment.

071 Global Student Affairs Experiences: Igniting Leadership Abroad

Convention Center 226A

Matthew Nelson, *Ross University School of Medicine*

Kevin Konecny, *Qatar Foundation*

Stephanie Muehlethaler, *Franklin College*

Kelly Nelson, *Ross University School of Medicine*

Ruth Schroeder, *Ross University School of Medicine*

Chris Silva, *Qatar Foundation*

Sabina Uzakova

Katie Wildman, *Qatar Foundation*

Many practitioners have chosen to develop their international perspectives by working at institutions outside the USA. This presentation will examine the challenges, joys, and life-changing experiences several student affairs professionals have had working in various countries, and how their experiences have altered their views on the student affairs profession. Attention will be given to sharing a new outlook on student affairs practices, especially as they relate to issues of leadership, diversity, inclusion, and social justice.

072 Holistic Programming for Graduate Students

Convention Center 222A

Jason W. Hunt, *Teachers College, Columbia University*

Amy Liss, *Teachers College, Columbia University*

Effective programming within a graduate and professional residential community is one of the many factors that contribute to student success at the master's and doctoral levels, and research suggests that graduate students remain enrolled when engaged and connected via purposeful community building (Pontius & Harper, 2006). This program will highlight the creation, development, and implementation of a holistic programming model specifically designed to support the varying needs of graduate and professional students.

073 How to Submit a Program to the 2013 NASPA Annual Conference

Convention Center 121C

Levester Johnson, *Butler University*

Sherry Mallory, *Western Washington University*

Frank Ross, *Northeastern Illinois University*

Stephanie Gordon, *NASPA*

Jennifer Vaseleck, *NASPA*

'Bold Without Boundaries' is the theme for the 95th NASPA Annual Conference, to be held in Orlando, Florida, March 16-20, 2013. This presentation is for new and continuing professionals interested in submitting a proposal for the 2013 conference. Presenters will provide general information about the conference, discuss the theme, and describe the elements of a successful proposal. The presenters will also share information about how the program review process will work for next year's conference.

074 How Women Lead: Approaches of Three Community College Leaders

Convention Center 131A

Karen Archambault, *Brookdale Community College*

Paula Pando, *Hudson County Community College*

Elvy Vieira, *Essex County College*

This presentation focuses on the manner in which three female community college leaders investigated and developed their leadership through intensive study and reflection. While their backgrounds are distinct, all three share qualities and approaches that are particularly well suited to the environment of the community college and to their roles as women in leadership positions. While each was a leader in her own right prior to beginning the program, the presenters shared their leadership development through a common doctoral program focused on the intersection of leadership, education, and the community college.



075 I Have This Great Idea, So Now What? Publishing in NJAWHE

Convention Center 121B

Marilyn J. Amey, *Michigan State University*

Jody Jessup-Anger, *Marquette University*

Jaime Lester, *George Mason University*

Leanne M. Perry, *Michigan State University*

Lori Reesor, *University of North Dakota*

We each have great research and campus programming ideas but not all of us know how to get those studies and programs into professional publications so that others can learn with and from them, especially when the work is about and for women. Join members of the *NASPA Journal About Women in Higher Education (NJAWHE)* editorial board for an interactive, informative session about professional writing. Bring ideas and questions; the presenters will provide materials and insight to help participants share their work more broadly through journal outlets, including *NJAWHE*.

076 Igniting Change in Problematic Perceptions of Racial Identity

Convention Center 132C

Danielle Martinez, *University of San Francisco*

Kevin Gin, *Berklee College of Music*

Visual perceptions of racial identity can raise problematic issues for student affairs. How do perceptions of students' external appearance influence individual development for undergraduates of diverse backgrounds? In this session, the presenters will highlight the perceptions of domestic, international, and undocumented students and how physical appearance and/or racial identity have shaped experiences within higher education. They will also outline the way student affairs can systematically ignite leadership and influence change within marginalized communities.

077 People, Purpose, Place: Reclaiming the Soul of Student Affairs

Convention Center 127B

Timothy McMahon, *University of Oregon*

Pat Enos, *Michigan State University*

Curt Kochner, *Montana State University-Billings*

With the current emphasis on assessment and learning objectives, it is easy to forget the foundation upon which student affairs was built—people, purpose, and place. In this session, the presenters will mix student affairs philosophy with the works of Parker Palmer, David Whyte, Margaret Wheatley, and others to get to the 'soul' of student affairs. Come be renewed and inspired.

078 Racial Justice in the Immigration Debate on College Campuses

Convention Center 228A

Vijay Pendakur, *DePaul University*

Art Munin, *DePaul University*

What do 'birthers' and President Obama have to do with 'Catch an Illegal Immigrant' programs on college campuses? Race and racism play central roles in the national debate on immigration, yet, most campus conversations on immigration and on racism happen separately. Student affairs practitioners must employ the language and praxis of racial justice when engaging this campus conversation. This session will provide practitioners with the tools to engage their own campuses at the crossroads of racial justice and immigration reform.

079 Recharging the Meaning of Mentorship: A NUPF Cohort Model Experience

Convention Center 232A

Rajelin Escondo, *Loyola University Chicago*

Robert Kelly, *Loyola University Chicago*

Kristina Mascarenas, *Loyola University Chicago*

Kenechukwu (K.C.) Mmaje, *Loyola University Chicago*

Jack Nguyen, *Loyola University Chicago*

Pedro Portillo, *Loyola University Chicago*

Christina Smith, *Loyola University Chicago*

Institutions of higher education must be better prepared to respond to the needs of an increasingly diverse student body population. This session explores the NASPA Undergraduate Fellows Program (NUFP), a strategic effort to diversify the next generation of student affairs professionals. A panel of current NUFP Fellows and their mid- and senior-level mentors will share their experiences with the program, highlighting strategies for developing a transformative cohort-based NUFP Program. A special focus will be placed both on the student and mentor experience in order to provide new and seasoned mentors with new insights into their own mentorship styles.

080 Roundtable for Community College SSAOs

Convention Center 221B-C

John Laws, *Ivy Tech Community College*

This roundtable discussion will explore various 'hot topics' that shape the daily work of senior student affairs officers. From best practices to budgets, retention to mental health, and more. Join your colleagues, suggest a topic, and prepare to learn about what others are facing and doing to help students in community colleges across the nation and beyond.

081 Scholarship in Student Affairs: A JSARP Authors' Discussion

Convention Center 126A

Matthew Wawrzynski, *Michigan State University*

Julie Park, *Miami University of Ohio*

Heather Rowan-Kenyon, *Boston College*

Tamara Yakaboski, *University of Northern Colorado*

Authors who have published articles in the *Journal of Student Affairs Research and Practice* will present on the topics of their research, scholarship, and practice. Authors selected for this presentation have published frequently downloaded articles with the potential to influence the field. This session provides an opportunity for faculty and practitioners to share their experiences with professional publication, research processes, and knowledge building in the student affairs field. There will also be opportunities for questions and answers.

082 Shaping the Agenda: Current Issues in Public Policy

Convention Center 131B

Rebecca Mills, *Touro University - Nevada*

Lisa Erwin, *University of Minnesota Duluth*

Kandy Mink Salas, *California State University, Fullerton*

NASPA's Public Policy Division will present background on important, current public policy issues. Presenters will analyze the issues as they relate to new professionals, mid-level professionals, and senior student affairs officers. In addition, presenters will discuss ways the issues might influence NASPA's public policy agenda, as well as ways that members can influence the outcomes of pending policy decisions.

082a Silos to Ladders: Creating Meaningful Campus Collaborations

Convention Center 231B

Matt Brinton, *Metropolitan State College of Denver*

Lisa Endersby, *University of Ontario Institute of Technology*

The development of effective and meaningful collaboration remains a challenge for many campuses, particularly as our work spans larger geographic and functional areas. Incorporating CAS Standards, a collaborative campus model proposed, and presenters' experiences, this session will introduce a new model meant to bridge the gap between departments, offices, and staff. This session will also explore the use of technology as a way to 'bridge the gaps' that often exist between departments as well as between staff, faculty, and students.

083 Strategic Assessment Planning: Engaging the Transforming Campus

Convention Center 122A

Will Simpkins, *John Jay College of Criminal Justice*

Berenecea Johnson Eanes, *John Jay College of Criminal Justice*

Danielle Officer, *John Jay College of Criminal Justice*

Dana Trimboli, *John Jay College of Criminal Justice*

In fall 2010, the division of student affairs at John Jay College of the City University of New York formed an assessment committee to review best practices and trends in higher education assessment and coordinate a holistic, divisional assessment agenda. During this session, lessons learned from this committee will be explored, with special focus on how to motivate and engage all levels of staff in a process that positions a division well in the struggle for institutional resources and creates a culture of accountability.

084 Student Personnel Point of View of 1937: Reflections After 75 Years

Convention Center 124A

John Lowery, *Indiana University of Pennsylvania*

J. Patrick Biddix, *University of Tennessee, Knoxville*

Sally Click, *Butler University*

Janice Gerda, *Case Western Reserve University*

Raechele L. Pope, *University at Buffalo - State University of New York*

James Rhatigan, *Wichita State University*

Robert Schwartz, *Florida State University*

In April 1937, a group of student personnel and higher education leaders gathered together to articulate a philosophy for the new student personnel movement. The outcome of this meeting was the *Student Personnel Point of View of 1937*. Join a panel to examine the origins, core beliefs, and continued importance of the *Student Personnel Point of View of 1937*, as well as *NASPA's Perspective on Student Affairs* (1987).



085 Student Staff Training Through a Social Justice Lens

Convention Center 229B

Josh Peipock, *University of Michigan*

Steve Bodei, *University of Michigan*

Training student staff is some of the most important work we do as housing professionals. Unlike traditional staff classes, the University of Michigan utilizes UC 421—a credit-bearing, dialogue-based course focused on social identity development, power and privilege, and social justice allying with the goal of igniting an understanding in student leaders that social identity matters! In this interactive session, participants will have the opportunity to learn details about UC 421, participate in a course activity, and hear about the class from students.

086 Study Abroad Issues for Student Affairs: From Safety to Success

Convention Center 231A

Roger Ludeman, *International Association of Student Affairs and Services (IASAS)*

Katie Calvert, *University of California, Los Angeles*

Gary Rhodes, *University of California, Los Angeles*

The numbers of college and university students who have integrated a study abroad or other international experience into their undergraduate study has continued to increase. Although many of the issues and challenges faced by study abroad students mirror those of domestic students, there are special support needs associated with crossing borders and studying abroad. This session will provide an overview of some of these issues as well as resources that can be shared between student affairs and study abroad staff, including those that pertain to health and safety, support for students from diverse backgrounds, housing, etc.

087 The First 90 Days for Women—Imagining the Opportunities

Convention Center 225A

Kimberlie Goldsberry, *Ohio Wesleyan University*

Sheila Burkhalter, *University of Baltimore*

This session will explore a theoretical framework for the critical 90-day period, which often becomes the foundation for professional next steps. Additionally, discussion will focus on unique challenges of the first 90 days for women in student affairs.



088 The Forest or the Trees: Student Conduct and College Male Culture

Convention Center 221A

Krista Millay, *University of Arizona*

SevaPriya Barrier, *The University of Arizona*

Although 'college male culture' often sets the norm for behavior and thinking at an institution, it is typically left unexamined and is too often absent from the dialogue surrounding student conduct. This program will explore 'college male culture' to offer a new paradigm for impacting student behavior. This program will then use those insights to examine three primary functions of conduct codes: aspiration, education, and regulation. Participants are invited to bring their student conduct code for group discussion.

089 The Greek Experience Exposed: Findings from the AFA/NASPA Consortium Study

Convention Center 132B

Annemieke Rice, *Campus Labs*

Nancy Chrystal-Green, *University of Florida*

Eric Jessup-Anger, *University of Wisconsin - Milwaukee*

Jeanna Mastrodicasa, *University of Florida*

In 2011, students from more than 40 institutions (n=17,000+) responded to the AFA/NASPA Assessment & Knowledge Consortium Study on Fraternity and Sorority Life. National findings related to fraternity/sorority participation, outcomes, and perception of Greek life on campus will be shared. A panel will discuss applied examples of how participating campuses have utilized the national and institutional data to demonstrate the impact of fraternity and sorority life at their institutions.

090 The Renegotiation of Male Identity in Queer Men

Convention Center 231C

Andrew McGeehan, *University of Massachusetts, Amherst*

This program focuses on the intersectionality of gender and sexual orientation. In particular, the program will discuss current literature, as well as original research conducted by the presenter regarding self-identified male and gay students. The research proposes a model through which gay male students re-negotiate their identities as men once they have self-identified as gay. Practitioners will discuss best practices for supporting these students and learn how to act as strong allies for them in their identity development and synthesis.

091 The Role and Responsibilities of the Title IX Coordinator

Convention Center 124B

Brett Sokolow, *National Center for Education for Higher Education Risk Management*

W. Scott Lewis, *National Center for Education for Higher Education Risk Management*

Sandra Schuster, *National Center for Education for Higher Education Risk Management*

Title IX is a critical tool for advancing the goal of equity, and meaningful compliance furthers that goal. Yet, nearly 30 years after the Department of Education mandated that school districts and colleges designate Title IX coordinators, institutions are often still not entirely sure what the appropriate role, functions, and expectations of these coordinators are. By attending this session, participants will acquire tools that will help to advance their institutions, influence change, and implement best practices, with the goal of becoming a better Title IX Coordinator, administrator, and/or ally.

092 The Student Affairs Imperative: An Assessment of our Future

Convention Center 128B

Robert Page, *Metropolitan Community College*

Michael Cuyjet, *University of Louisville*

Kathy Humphrey, *University of Pittsburg*

Lori Reesor, *University of North Dakota*

Larry Roper, *Oregon State University*

As campuses continue to face changes in the landscape of institutional structure—including the splintering of student affairs divisions and increased governmental regulations regarding access, attainment and academic success—there is a growing need to evaluate practices related to enrollment management, student development, diversity and inclusion issues, and institutional initiatives that support academic success. This interactive and engaging session will involve student affairs professionals in the identification of initiatives that are taking place on their campuses, as well as exploring collaborative models and strategies for initiatives in the areas of enrollment management, institutional and educational diversity initiatives, student development and leadership programs, and organizational structure.

093 The Student Learning Project: Identifying and Measuring Learning



Convention Center 225B

Michael Christakis, *University at Albany*

Satisfaction is one thing; learning is entirely another! The University at Albany's systemic approach to developing specific, measureable learning outcomes and identifying direct methods for their evaluation has resulted in evidence of student learning outside of the classroom. The Student Learning Project, a divisionwide initiative, is built on a student learning outcomes framework with emphasis on direct measures of assessment.

094 Thriving in College: A New Future for Higher Education

Convention Center 232C

Laurie Schreiner, *Azusa Pacific University*

Becky Kammer, *Southern California College of Optometry*

Heather Petridis, *Azusa Pacific University*


Bruce Primrose, *Life Pacific College*

Donna Quick, *Columbia College*


For higher education to remain relevant into the future, an expanded vision of student success is needed that helps students create a foundation for their future lives. This session focuses on the 'thriving quotient' as a new holistic way of assessing student success, presenting the results of a longitudinal national study of student thriving that highlights specific campus experiences that impact students' motivation and engagement in learning, relationships with others, openness to diversity, citizenship, and psychological well-being.

11:45 a.m.–12:45 p.m.


Advising and Helping

	#	Title	Room
	112	Perceptions and Persistence of Underprepared College Students	Convention Center 226C
	114	Providing Excellent Services to Undocumented Students	Convention Center 124A
	118	Reframing Risk Management: A Values-based Approach	Convention Center 126C
	131	With My Daughter to ASU: A Model of Latina Student Outreach	Convention Center 228A
	132	You Said What?! Free Speech and Social Justice in Student Affairs	Convention Center 227A


Assessment, Evaluation, and Research

	#	Title	Room
	099	Changing Campus Climate to Support LGBTQ Students	Convention Center 121B
	103	Educating Student Affairs Staff to Make a Difference on Campus	Convention Center 232C
	104	Emerging Scholars: A NASPA Faculty Fellows Research Symposium	Convention Center 132A
	107	How High-achieving Low-income Students Experience the Ivy League	Convention Center 232A
	109	Igniting a Global Understanding of Student Services	Convention Center 127C
	113	Practical Tools for Building Divisionwide Assessment Capacity	Convention Center 128A
	120	Spark your Creativity: Influencing Change Through Design Thinking	Convention Center 125
	121	Structuring Student Affairs Assessment Programs	Convention Center 228B
	128	Undergraduate Student Experiences at Off-campus Parties	Convention Center 131B
	129	Understanding Campus Climate for Closeted Gay and Lesbian Students	Convention Center 227B

Equity, Diversity, and Inclusion

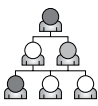
	#	Title	Room
	098	Black Student Leaders at Predominantly White Institutions: Igniting Achievement or Extinguishing Success?	Convention Center 231A
	106	Girls in the Wild: Student Affairs Issues in Hollywood Films	Convention Center 222C
	108	How Life Stories of Students with Disabilities Reframe our Work	Convention Center 126B
	110	Making Them Visible: Microaggressions and Multiracial Students	Convention Center 131C
	111	New Day, Same Challenge: Black Women Mentorship in Higher Education	Convention Center 232B
	112	Perceptions and Persistence of Underprepared College Students	Convention Center 226C
	114	Providing Excellent Services to Undocumented Students	Convention Center 124A
	119	Serving Undocumented Students: Current Law and Policy	Convention Center 225A
	126	To [E-] Race or Not?: Restructuring Race-based Programming	Convention Center 121C
	127	To Advance Knowledge of AAPIs in Higher Education	Convention Center 122A
	129	Understanding Campus Climate for Closeted Gay and Lesbian Students	Convention Center 227B
	131	With My Daughter to ASU: A Model of Latina Student Outreach	Convention Center 228A

Ethical Professional Practice

	#	Title	Room
	096	Are You Prepared to Navigate Politics in the Workplace?	Convention Center 132C

11:45 a.m.–12:45 p.m.

Human and Organizational Resources

	#	Title	Room
	102	Creating Physical Environments that Influence Change	Convention Center 222B
	103	Educating Student Affairs Staff to Make a Difference on Campus	Convention Center 232C
	115	Public–Private Partnerships: The Changing Landscape of Housing	Convention Center 229B
	116	Recommendations for Interim Leaders from the Staff Perspective	Convention Center 221B-C
	124	The Millennial Coworker: Wait, They Are Not Students Anymore?	Convention Center 126A

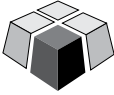
Law, Policy, and Governance

	#	Title	Room
	100	Concealed Carry on College Campuses: New Laws Coming to Your State	Convention Center 124B
	119	Serving Undocumented Students: Current Law and Policy	Convention Center 225A
	128	Undergraduate Student Experiences at Off-campus Parties	Convention Center 131B

Leadership

	#	Title	Room
	095	A Dialogue on Sustainability Leadership in Student Affairs	Convention Center 131A
	100	Concealed Carry on College Campuses: New Laws Coming to Your State	Convention Center 124B
	101	Conflict Management: Navigating Difficult Conversations	Convention Center 221A
	102	Creating Physical Environments that Influence Change	Convention Center 222B
	105	Factors Influencing Student Social Change Behaviors	Convention Center 231C
	110a	Mapping the Journey: Self-directed Leadership Development	Convention Center 231B
	111	New Day, Same Challenge: Black Women Mentorship in Higher Education	Convention Center 232B
	115	Public–Private Partnerships: The Changing Landscape of Housing	Convention Center 229B
	116	Recommendations for Interim Leaders from the Staff Perspective	Convention Center 221B-C
	122	Student Learning Through Employment: Supervision Reconsidered	Convention Center 222A

Personal Foundations

	#	Title	Room
	096	Are You Prepared to Navigate Politics in the Workplace?	Convention Center 132C
	117	Reflecting on our Professional Competencies	Convention Center 132B
	130	What Can Christian Colleges Add to the Spirituality Dialogue?	Convention Center 127B

Student Learning and Development

	#	Title	Room
	106	Girls in the Wild: Student Affairs Issues in Hollywood Films	Convention Center 222C
	107	How High-achieving Low-income Students Experience the Ivy League	Convention Center 232A
	109	Igniting a Global Understanding of Student Services	Convention Center 127C
	118	Reframing Risk Management: A Values-based Approach	Convention Center 126C
	120	Spark your Creativity: Influencing Change Through Design Thinking	Convention Center 125
	122	Student Learning Through Employment: Supervision Reconsidered	Convention Center 222A
	123	Students and Public Policy: Educating for Civic and Political Efficacy	Convention Center 225B
	126	To [E-] Race or Not?: Restructuring Race-based Programming	Convention Center 121C
	132	You Said What?! Free Speech and Social Justice in Student Affairs	Convention Center 227A

Monday, March 12

11:45 a.m.–12:45 p.m.

095 A Dialogue on Sustainability Leadership in Student Affairs

Convention Center 131A

Judith Rogers, Miami University

Sustainability encompasses the interaction among people, profits, and the planet. Sustainability leadership seeks to achieve a productive, equitable balance among these interests. In this roundtable discussion, participants will explore the principles and practices of sustainability leadership and consider its implication for our work in higher education and student affairs.

096 Are You Prepared to Navigate Politics in the Workplace?

Convention Center 132C

John Lehman, Michigan Technological University
Stephanie Russell Holz, University of Tampa

As a graduate student or new professional, do you wonder how to navigate the 'politics' of your institution respectfully and successfully? Three professionals in various points in their careers will share their experiences along with the realities of how best to steer clear of drama. This interactive session will provide participants with tips regarding ways to understand political hot topics, do's and don'ts, and the ability to demonstrate how people's various work styles, emotional intelligence, and political navigation are important aspects of any work place.

097 Assessment 3.0: Establishing Campus Intelligence

Convention Center 127A

JD White, Campus Labs

Divisions of student affairs work to establish cultures of assessment in order to use data to inform decisionmaking and provide evidence of student learning. The challenge for student affairs professionals then becomes leveraging the vast amounts of data opportunities that exist on campus. When student affairs practitioners are equipped with the appropriate tools, these data opportunities can reveal insights, provide predictive analytics, and help view the student experience through a new lens called campus intelligence. This session explores how Campus Labs (formerly StudentVoice) supports campuses and empowers practitioners to unlock the potential of data and create campus intelligence.

098 Black Student Leaders at Predominantly White Institutions: Igniting Achievement or Extinguishing Success?

Convention Center 231A

Tracey Pakstis-Claiborne, Assumption College

How do Black student leaders at predominantly white institutions perceive their college experience? Does becoming a student leader benefit Black students? overall college experience similarly to their White counterparts? This session will explore the findings of a recent study of Black student leaders at six predominantly white institutions in the Northeast. Findings of the study are translated into specific actions that can be easily adopted by student affairs professionals in their daily interactions with students.

099 Changing Campus Climate to Support LGBTQ Students

Convention Center 121B

Peggy Glider, University of Arizona

Patricia Manning, University of Arizona

Lauren Pring, University of Arizona

Research suggests disparities in campus climate exist between LGBTQ and 'straight' students in higher education. It has been proposed that campus climate may have implications for academic success, identity development, psychological well-being, and substance use/abuse. In this session, the presenters will describe a project designed to improve campus climate for LGBTQ students in Arizona by reducing potential effects of a negative campus climate and enhancing benefits of a positive campus climate. Participants will be encouraged to develop strategies to address campus climate on their own campuses.

100 Concealed Carry on College Campuses: New Laws Coming to Your State

Convention Center 124B

Steve Jacobson, University of the Pacific

Rebecca Mills, Touro University - Nevada

Rebecca Nielsen, University of the Pacific

While the right to bear arms is a constitutional right for U.S. citizens, restrictions on the right to carry a concealed weapon vary from state to state. Over the past few years, the debate over laws governing concealed carry on college campuses by non-police personnel has been a hot topic in state legislatures and courts. Join presenters from NASPA's Enough is Enough Campaign and its Public Policy Division for an informative and engaging educational session that will highlight how student affairs professionals can best assess, evaluate, and respond to concealed weapons laws within their respective states as they pertain to their individual campuses.

101 Conflict Management: Navigating Difficult Conversations

Convention Center 221A

Jyl Shaffer, Vanderbilt University

Jason Goodrich, Lamar University

Difficult conversations occur regularly in the professional world. When handled correctly, these conversations can result in personal and professional growth and lead organizations toward a shared vision. Understanding the dynamics of conflict and how to maintain self-awareness in high-conflict situations can help professionals handle difficult conversations with confidence. Participants will learn the psychological aspects of conflict, self-awareness strategies, and practical tools for having difficult conversations in positive ways.

102 Creating Physical Environments that Influence Change

Convention Center 222B

Peg Blake, Humboldt State University

Larry Blake, JAG/ROTO Architects

Michael Rotondi, JAG/ROTO Architects

In this session, participants will learn how embedding students and mentors into a collaborative design processes can enhance the educational experience in meaningful and purposeful ways and draw out leadership potential. The presenters will address a critical question for this generation of students and mentors: 'How can we influence traditional environments (physical space) in this dynamic world of virtual interfaces (virtual space and social media)'?

103 Educating Student Affairs Staff to Make a Difference on Campus

Convention Center 232C

Jeanna Mastrodicasa, University of Florida

Allison Crume, Florida State University

Training student affairs staff members is often challenging, due to the varying levels of knowledge, skill, and ability. Assessment is a core competency that cuts across those divisions and is integral to all roles in higher education. New professionals, mid-level managers, and senior-level administrators can all benefit from assessment training and professional development programming. In addition, student staff are also important to train. This session will share program models, challenges and successes, and assessment of those initiatives.



104 Emerging Scholars: A NASPA Faculty Fellows Research Symposium

Convention Center 132A

Susan Komives, *University of Maryland, College Park*

Robert Reason, *Iowa State University*

Michelle Espino, *University of Georgia*

Carrie Kortegast, *Vanderbilt University*

Tryan McMickens, *Suffolk University*

Recognizing that research and scholarship are a foundation for the work we do in student affairs, this program is one of four offered by the NASPA Faculty Fellows to highlight current research conducted by early career scholars. Three research projects representative of 'Questions that Matter' will be presented. Two Faculty Fellows will serve as discussants, offering perspectives on the research and engaging audience members in critical discussion on the utility of the research for their understanding of students and issues facing higher education institutions.

105 Factors Influencing Student Social Change Behaviors

Convention Center 231C

Thomas Segar, *Shepherd University*

Leadership for social change is a commonly desired outcome of college student leadership educators. However, most research and practice efforts focus on leadership capacity, attitudes, and skills. Using a national sample of over 94,000 students as part of the Multi-Institutional Study of Leadership, this session will share research that explored precollege and college experiences influencing student participation in social change behaviors.

106 Girls in the Wild: Student Affairs Issues in Hollywood Films



Convention Center 222C

Tamara Yakaboski, *University of Northern Colorado*

Saran Donahoo, *Southern Illinois University Carbondale*

Students enter college with preconceived ideas about what college life will be like. Contrary to the images promoted by higher education, Hollywood's images overdramatize negative elements and events associated with campus life. This session focuses on Hollywood movies' presentation of student affairs issues that affect college women. It explores ways student affairs professionals can use these images to address real problems students encounter while pursuing their degrees.

107 How High-achieving Low-income Students Experience the Ivy League

Convention Center 232A

Paul J. McLoughlin II, *Harvard University*

Currently, there are nearly a million high-achieving, low-income students in the United States. In the nation's most selective institutions of higher education, students from low-income families have been persistently under-represented. This session will present findings from a hermeneutic phenomenological study that described the lived experiences of Ivy League undergraduates and how they navigated a college environment historically reserved for wealthy students. Based on these research findings, session attendees will discuss the implications for high-achieving, low-income undergraduates; for colleges and universities with full need-based financial aid programs; and for the support structures that higher education administrators create to best support these students.

108 How Life Stories of Students with Disabilities Reframe our Work

Convention Center 126B

Neal Lipsitz, *College of the Holy Cross*

Eileen Berger, *Harvard University Graduate School of Education*

This multimedia presentation illustrates how life stories of students with disabilities reframe the work of disability services in higher education. Student life stories told through film, spoken word, and narrative invite participants to dispel the myth that disabilities are negative. Instead, participants will see a positive picture and come to appreciate and approach students with disabilities with a fresh perspective and renewed commitment. By eliciting students' stories, student affairs staff can create conditions where they feel welcome and included.

109 Igniting a Global Understanding of Student Services

Convention Center 127C

Pamela Havice, *Clemson University*

Wade Livingston, *Clemson University*

Meredith Wilson, *Clemson University*

For eight years, faculty members at Clemson University have been taking student affairs graduate students and professionals from across the U.S. on a study-abroad experience. The two-week program is focused on exposing students to the higher education and student services systems of the UK and Ireland. This session will focus on exploring reported changes in perceptions experienced by study-abroad program participants. Session participants will be encouraged to discuss the impact study abroad can have on developing student affairs competencies.

110 Making Them Visible: Microaggressions and Multiracial Students

Convention Center 131C

Cerise Edmonds, *Louisiana State University & A&M College*

Joshua Johnson, *University of California, Santa Barbara*

Rebecca Nelson, *The Ohio State University*

CeCe Ridder, *University of Texas at Austin*

Heather Smith, *Duke University*

The growing multiracial college student population requires an ongoing conversation by student affairs professionals. As a continuation from the past two years' sessions, 'Multiracial 101' and 'Beyond the Basics: A Continuing Dialogue on Multiracial Students,' presenters will explore the concepts of microaggressions and intent versus impact, explore scenarios in small groups, provide a safe environment to ask questions, and strategize new possibilities.

110a Mapping the Journey: Self-directed Leadership Development

Convention Center 231B

Joshua Funderburke, *University of Florida*

Horace Tucker, *University of Florida*

Christina Wan, *University of Florida*

This presentation examines the Leadership Development Certificate program offered by the Warrington College of Business Administration at the University of Florida (2011 SLP-KC Outstanding Student Leadership Program Award). Participants will gain insight into the formation of a program that allows students to build a unique leadership experience on the foundations of focused academic preparation, civic engagement, leadership development, and self-reflection. It will examine theoretical foundations, implementation, and student experiences within the program; and offer advice for professionals implementing similar programs.

110b Mixing the Academic and Cocurricular, Community, and Ivory Tower

Convention Center 226A

Kelley Castle, *University of Toronto*

John Duncan, *University of Toronto*

There are many challenges facing North American universities, not the least of which is that we are often charged with having “commodified” knowledge. The “massification” of higher education has led many to believe that we have diminished academic work and turned learning into a means to an end. The role of student life professionals in the turning around of this potential crisis in higher education is important, but difficult to see. We are often thought of as “non-academic” and this only hampers our ability to have an impact on the levelling out of learning that is associated with the current university climate. This interactive discussion will review a new program called “Ideas for the World,” which brings together students, faculty, community members, and administrators for an intellectually rigorous and personally challenging cocurricular experience. The program has met with great success, largely because it bridges groups in and around the university. Central to the program is the belief that work with the community need not only be “noblesse oblige,” but can also be reciprocal, meaningful, and intellectually challenging.

111 New Day, Same Challenge: Black Women Mentorship in Higher Education

Convention Center 232B

Latoria Griffith, *Hanover College*

Lara Chatman, *Miami University*

Peer and experienced-beginner mentor relationships have been proven to directly aid with the success of students during and after college. Often, the importance and challenges of creating these relationships are overlooked when examining the experiences of Black women students during undergraduate and graduate education. This program will present the necessity and strategies for establishing mentor relationships between majority and minority student affairs professionals and Black women students in predominately White educational spaces.

112 Perceptions and Persistence of Underprepared College Students

Convention Center 226C

Peter Barbatis, *Bronx Community College*

A study will be discussed that focused on better understanding the perceptions of underprepared college students. The 22 participants were graduates or transfer students now attending a public university, currently-enrolled sophomores, and students no longer enrolled at the time of the study. The research offers an emerging model for understanding factors associated with persistence and three recommendations for enhancing the academic experience of underprepared college students: (a) include a critical pedagogy perspective in coursework where possible, (b) integrate cocurricular activities with the academic disciplines, and (c) increase student-faculty interaction.

113 Practical Tools for Building Divisionwide Assessment Capacity

Convention Center 128A

Katherine O'Dair, *Boston College*

Adrienne Dumpe, *Boston College*

Robyn Priest, *Boston College*

Building a culture of assessment takes time, careful planning, and skills. Whether you are beginning assessment planning or want to reignite your efforts, this session will give participants practical tools and techniques to help build staff and divisional capacity. Participants will reflect on current staff capacity at their institution and engage in an action-planning process to identify specific assessment needs at their campus. Boston College is in the third year of a multiyear assessment strategy and will be used as a framework for the discussion. This is not your typical show-and-tell, but an interactive—and dare say—fun session!

114 Providing Excellent Services to Undocumented Students

Convention Center 124A

Kandy Mink Salas, *California State University, Fullerton*

Janette Hyder, *California State University, Fullerton*

Depending on state policies, many of our campuses are serving an increasing number of undocumented students. These students have unique needs, concerns, and barriers to their higher education experience. This session will briefly review current law related to undocumented student access to higher education. Presenters will describe specific ways that a campus can provide a safe, welcoming, and accessible environment for students who are not documented and will lead discussion on methods for developing a strong support system on any campus.

115 Public-Private Partnerships: The Changing Landscape of Housing

Convention Center 229B

Aaron Hart, *Indiana University-Purdue University Indianapolis*

Kevin Dougherty, *University of California, Los Angeles*

As public funding for higher education becomes scarcer, campus housing is one of many departments feeling the budget crunch. As colleges and universities admit more students, there is an increased need for new residence halls. Public-Private Partnerships (P3) have become a common solution to this housing dilemma. This session will utilize assessment practices and student development theory, as it relates to residence life, to guide an interactive discussion on creating successful P3 relationships and how to address possible conflicts.

116 Recommendations for Interim Leaders from the Staff Perspective

Convention Center 221B-C

Robin Jones, *University of South Alabama*

Margaret King, *The University of Alabama*

Gina Ondercin, *Eastern Washington University*

Senior student affairs officers and college presidents have the highest turnover rates among higher education executives. Interim leaders are increasingly called on to manage during such times of transition. Because staff attitudes and feelings influence the course of uncertainty and transition, insights into the staff perspective can be critical during these times. Recent dissertation research explored the effects of interim leadership on staff. Concrete recommendations from that study for both leaders and staff will be presented.

117 Reflecting on our Professional Competencies

Convention Center 132B

Mary Medina, *University of Florida*

Creston Lynch, *Southern Methodist University*

Ladanya Ramirez Surmeier, *Florida State University*

Career paths in student affairs can be a challenging decision. Many with aspirations of becoming successful student affairs administrators are concerned with gaining experience in different functional areas. The presenters will share their experiences serving in multiple areas. Key questions related to transferrable professional competencies, as well as various experiences that they sought out to diversify their experience, will be discussed. Individuals who would like to engage in a conversation about getting diverse experiences and how to navigate this process will benefit from this session.

**118 Reframing Risk Management:
A Values-based Approach**

Convention Center 126C

Tina Powellson, *Georgia Southern University*

Olivia Barker, *Georgia Southern University*

Carter Walton, *Georgia Southern University*

Risk management is not traditionally defined in moral terms, but through legality. Including moral development in risk management practices can further reduce liability and educate students on values-based decision-making. This presentation highlights a study that explores event planning considerations of students and whether those considerations are values-based; it will also reframe the approach of risk management education. Through this understanding of students, professionals can more effectively reframe teaching and learning around risk management.

**119 Serving Undocumented
Students: Current Law and
Policy**



Convention Center 225A

Ryan Evelyn Gildersleeve, *The University of Texas at Arlington*

Rudy Mondragon, *Gonzaga University*

Corey Rumann, *University of West Georgia*

The legal landscape for undocumented students in higher education is a dynamic field with new challenges and possibilities emerging regularly. This program seeks to review current law and policy at federal, state, and local levels that influence undocumented students' participation in higher education. Participants will walk away with practical strategies for supporting undocumented students at basic, ally, and advocacy levels of service.

**120 Spark your Creativity: Influencing
Change Through Design Thinking**

Convention Center 125

Helen Matusow-Ayres, *Pratt Institute*

Debera Johnson, *Pratt Institute*

Design Thinking is the process of applying design principles and practices to produce innovative and technologically feasible solutions that meet market needs (Brown, 2008). Using a slide presentation and interactive exercises, this session will explain the concept of Design Thinking and share how it has been used in the student affairs division at Pratt Institute to ignite leadership and influence change. Program participants will have the opportunity to experience some of the techniques first hand and to apply those techniques to situations on their own campuses.

**121 Structuring Student Affairs Assessment
Programs**

Convention Center 228B

Dominic Barraclough, *University of Wisconsin-Platteville*

Annemieke Rice, *Campus Labs*

This presentation is intended for student affairs leaders who are making decisions regarding how to develop, or improve, assessment practices on their campus. What has been most effective in 200 student affairs divisions across the country? What factors should student affairs leaders take into consideration as they seek to create a culture of assessment and improvement? There will also be facilitated discussion with participants regarding their experiences, and what has worked with their divisions.

**122 Student Learning Through
Employment: Supervision
Reconsidered**



Convention Center 222A

Shannon Timm, *Portland State University*

According to the National Center for Educational Statistics, a growing majority of college students work. A new approach to student employment explores the opportunity for using student employment to enhancing student learning and engagement. This session will give participants insight into applying new scholarship on student employment as engagement, and will outline a program developed at Portland State that reimagines student employment as a leadership engagement opportunity in an intentional, holistic, evaluative manner.

**123 Students and Public Policy:
Educating for Civic and
Political Efficacy**



Convention Center 225B

Mike Ho, *Paradise Valley Community College*

Katherine Douglass, *Estrella Mountain Community College*

Alberto Olivas, *Maricopa Community Colleges*

Greg Reents, *Mesa Community College*

Deanna Villanueva-Saucedo, *Maricopa Community Colleges*

The Student Public Policy Forum (SPPF) is a competitive program that prepares students to be powerful advocates for change on public policy and community issues that interest them. It provides an overview of local, state, and national public policy making, as well as citizen influence and involvement, with emphasis on experiential learning and leadership development through engagement in the public policy process. Presenters will describe the program objectives, instructional techniques, content and speakers. They will also lead discussion about how the project supports student success outcomes, how to apply SPPF program principles to other settings, and how to identify and support students that could most benefit from the experience.

**124 The Millennial Coworker: Wait, They
Are Not Students Anymore?**

Convention Center 126A

Leslie Merrill, *University of Miami*

Nathan Johnson, *University of Miami*

Millennials are no longer our students; we are no longer studying them as individuals whose development is occurring within our classrooms, residential areas, and program settings. They are now our colleagues, coworkers, and supervisees. Using millennial traits, their strengths, and the background of their work styles as a frame, the presenters will review human resources and organizational theory with a refreshed look of the millennial perspective.

Monday, March 12

11:45 a.m. – 12:45 p.m.

126 To [E-] Race or Not?: Restructuring Race-based Programming

Convention Center 121C

Darryl B. Holloman, *Columbus State University*

Dynsty Batest, *Columbus State University*

Kimberly McElveen, *Columbus State University*

American society is slowly becoming more dynamic and complex. In 2000, for the first time in history, individuals had an opportunity to select more than one of five designated racial categories on the U.S. Census. Colleges and universities are increasingly reflecting these shifts in demographics on their campuses. Although considered a predominately White institution, Columbus State University (CSU) is comprised of more than 30 percent minority students. This session will discuss the challenges, strategies, and lessons faced by CSU when the campus redesigned a program traditionally targeted toward African Americans and expanded to a more inclusive community.

127 To Advance Knowledge of AAPIs in Higher Education

Convention Center 122A

Samuel Museum, *University of Hawai'i at Manoa*

Mamta Accapadi, *Oregon State University*

Amefil Agbayani, *University of Hawai'i at Manoa*

Doris Ching, *University of Hawai'i*

Bob Suzuki, *California Polytechnic University-Pomona*

A collaborative and diverse panel of published professionals will discuss the importance of research and publication on the success of Asian Americans and Pacific Islanders (AAPIs) in higher education. By sharing their insights on research and publication processes, an emeritus university president, academic faculty, and student affairs leaders aim to inspire participants to engage in scholarship to counter and correct the current troublesome omission of AAPI college students, faculty, and administrators from higher education research.



128 Undergraduate Student Experiences at Off-campus Parties

Convention Center 131B

Rick Jakeman, *The George Washington University*

Tracy Arwari, *The George Washington University*

Jerri Bland, *University of North Carolina, Chapel Hill*

Billy Molasso, *Franklin University*

One area of student alcohol abuse that has garnered little attention is off-campus parties. This session will provide student affairs professionals with initial data results from a multicampus survey on off-campus parties. Information will be focused on planning environmental management strategies related specifically to off-campus parties as one primary setting for alcohol consumption by students.

129 Understanding Campus Climate for Closeted Gay and Lesbian Students

Convention Center 227B

Jimmy Doan, *Bentley University*

This interactive session will guide participants through a qualitative research study that explored the experiences of closeted gay and lesbian students. Through interviews and reflective journaling with closeted students at a small, public, research institution, this study shed insight on their perceptions of campus culture and provided suggestions for improving the campus climate. Participants will be presented with implications of the study and engage in dialogue about best practices to create safe climates for all students.

130 What Can Christian Colleges Add to the Spirituality Dialogue?

Convention Center 127B

Nathan Alleman, *Baylor University*

Chris Abrams, *Malone University*

Perry Glanzer, *Baylor University*

Kris Hansen-Keiffer, *Messiah College*

Todd Ream, *Indiana-Weslyan University*

Kimberly Thornbury, *Union University*

Many professionals are learning how to address spirituality, religion, and life purpose as part of each student's growth. However, professionals from faith-based institutions have been developing practices and strategies for engaging these issues for many years. This session brings together faculty and top student affairs administrators from Christian institutions to engage in a discussion with those from all institutional types on the insights they have gained from years of experience.

131 With My Daughter to ASU: A Model of Latina Student Outreach

Convention Center 228A

Jo Ann Martinez, *Arizona State University*

'Of course I want my daughter to go to college... I just don't know how to help her meet that goal.' Many parents of first-generation students have their intentions in the right place for their children but lack knowledge of how to support them in attaining a bachelor's degree. For over 25 years, the Hispanic Mother-Daughter Program at Arizona State University has offered an outreach model that empowers first-generation Latinas to complete their degrees by directly involving mothers in the educational process of their daughters.

132 You Said What?! Free Speech and Social Justice in Student Affairs

Convention Center 227A

Erica Wiborg, *Texas A&M University*

Katie Swift, *Texas A&M University*

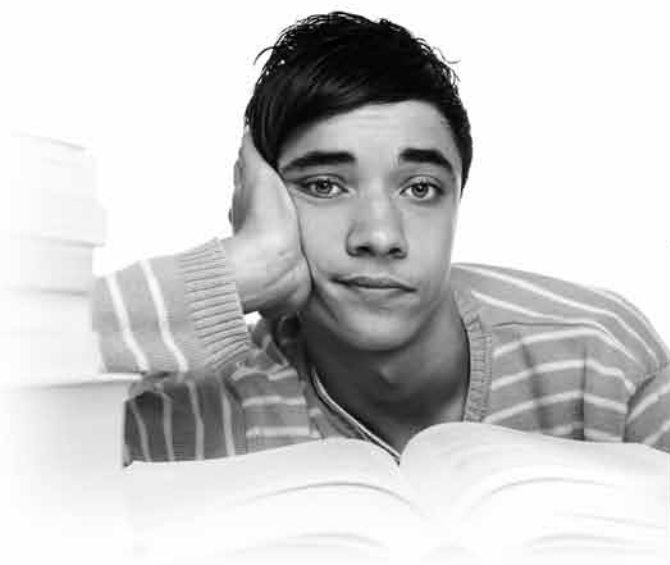
The role of education in modern society is to help students develop consideration regarding their speech and actions in ways that foster a global and just perspective. Students utilizing free speech is not a new phenomenon, but how educators react can create or impede a potential teachable moment. A brief history of First Amendment law, examples of instances of unintentional victimization, and a look into the future on how educators can challenge students to make a link between free speech and social justice will be given.

What are **your** students struggling with?

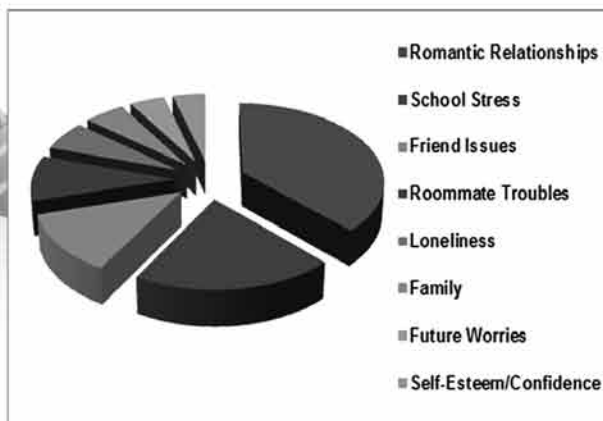


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1:00 p.m.–2:00 p.m.


Advising and Helping

	#	Title	Room
	152	Helping Our Guardian Scholars: The UCLA Academy	Convention Center 228A
	157	Kokua a Puni: Strengthening Culture-Based Student Services	Convention Center 226B
	159	Mentoring Programs for Adult Learners	Convention Center 131A


Assessment, Evaluation, and Research

	#	Title	Room
	136	Bridging the Gap: Connecting Data to Learning Outcomes	Convention Center 222A
	141	Comprehensive Assessment: It Can't Always Be About Learning	Convention Center 128B
	142	Connecting Your Strategic Plan to Your Assessment Plan	Convention Center 127C
	158	Living-Learning Communities as a Venue for Men's Engagement	Convention Center 227A
	166	The Teaching Role of Senior Student Affairs Officers	Convention Center 228B
	169	Using Rubrics in Student Affairs: A Direct Assessment of Learning	Convention Center 225A
	172	Why Everyone Should Assess Program Implementation	Convention Center 232C


Equity, Diversity, and Inclusion

	#	Title	Room
	134	An Explanatory Model for Korean Transracial Adoptee Identity	Convention Center 126A
	139	Community-based Learning in a Student Affairs Master's Program	Convention Center 226A
	143	Covey's 7 Habits: A Mother's Life Balance in Higher Education	Convention Center 231A
	147	Educational Experiences of Latinas: Lessons of Resistance	Convention Center 132A
	150	Global Links Integrates International and Domestic Students	Convention Center 229B
	152	Helping Our Guardian Scholars: The UCLA Academy	Convention Center 228A
	154	Influencing Change: Anti-bias Training for Staff Selection	Convention Center 232A
	156	Kicking and Screaming: Re-imagining Campus Cross Cultural Affairs	Convention Center 225B
	161	Rad, Mad, Sad, Fad, Glad: Leadership for Social Justice Advocacy	Convention Center 222B
	165	The Oral Interpretive Learning Experience: Aiding a Failing FYE	Convention Center 121B
	167	Tipping Point: White (Dis)Engagement in Student Organizations	Convention Center 124A


Ethical Professional Practice

	#	Title	Room
	151	Golden Rule: Students, Conduct Administrators, and Civility	Convention Center 121C

History, Philosophy, and Values


	#	Title	Room
	140	Competencies and Standards for Success as the Dean of Students	Convention Center 226C
	153	How to Secure a Research Grant Through the NASPA Foundation	Convention Center 126C

Human and Organizational Resources


	#	Title	Room
	135	Beyond Job One: Bridging the Gap into Mid-level Management	Convention Center 132B
	143	Covey's 7 Habits: A Mother's Life Balance in Higher Education	Convention Center 231A
	148	Embracing Change through Multimedia Marketing: De-cluttering the Variety of Communications	Convention Center 231B
	154	Influencing Change: Anti-bias Training for Staff Selection	Convention Center 232A
	155	Influencing Student Affairs and Academic Affairs Partnerships Through Formal Alignment	Convention Center 227B
	160	Our Critical Responders: Educating our Frontline Staff	Convention Center 126B
	162	Reframing Generational Theory: A Positive Psychology Approach	Convention Center 128A
	163	Roles of Influence: Changing from Practitioner to Faculty	Convention Center 127B
	164	School's Out and Chicago Rocks: Creating a Culture of Collaboration	Convention Center 221A

1:00 p.m.–2:00 p.m.

Law, Policy, and Governance

	#	Title	Room
	146	Decoding Supervision of Service Men and Women	Convention Center 222C
	164a	Shaping Change: Public Policy Leadership on Campuses	Convention Center 221BC


Leadership

	#	Title	Room
	137	Building Bridges Between Students and Professionals	Convention Center 127C
	138	Building Leadership Capacity: Classroom to Life	Convention Center 131C
	140	Competencies and Standards for Success as the Dean of Students	Convention Center 226C
	141	Comprehensive Assessment: It Can't Always Be About Learning	Convention Center 128B
	145	Cultivating Leadership and Development through Mentoring	Convention Center 132C
	155	Influencing Student Affairs and Academic Affairs Partnerships Through Formal Alignment	Convention Center 227B
	166	The Teaching Role of Senior Student Affairs Officers	Convention Center 228B
	168	Using Case Studies to Prepare Students for the "Real World"	Convention Center 231C
	170	What Do YOU Believe? Self-awareness as a Path to Leadership	Convention Center 124B
	171	What's Next for Seasoned Senior Student Affairs Officers?	Convention Center 125

Personal Foundations

	#	Title	Room
	135	Beyond Job One: Bridging the Gap into Mid-level Management	Convention Center 132B
	137	Building Bridges Between Students and Professionals	Convention Center 127C
	149	From 9/11 to 2011: SSAOs and Leadership Lessons from the Decade	Convention Center 122A
	161	Rad, Mad, Sad, Fad, Glad: Leadership for Social Justice Advocacy	Convention Center 222B
	163	Roles of Influence: Changing from Practitioner to Faculty	Convention Center 127B
	170	What Do YOU Believe? Self-awareness as a Path to Leadership	Convention Center 124B
	171	What's Next for Seasoned Senior Student Affairs Officers?	Convention Center 125

Student Learning and Development

	#	Title	Room
	136	Bridging the Gap: Connecting Data to Learning Outcomes	Convention Center 222A
	138	Building Leadership Capacity: Classroom to Life	Convention Center 131C
	139	Community-based Learning in a Student Affairs Master's Program	Convention Center 226A
	142	Connecting Your Strategic Plan to Your Assessment Plan	Convention Center 127C
	144	Creating the Ultimate Student Experience: Partnerships in Action	Convention Center 131B
	146	Decoding Supervision of Service Men and Women	Convention Center 222C
	151	Golden Rule: Students, Conduct Administrators, and Civility	Convention Center 121C
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Monday, March 12

1:00 p.m.–2:00 p.m.

133 21st Century Learners: Harnessing Technology to Improve Student Engagement and Wellbeing

Convention Center 127A

Delvina Miremadi, *Life Advantages*

Mark Schoder, *Life Advantages*

Institutions of higher education must recognize that health and wellness issues among learners are growing, while innovative outreach technologies and health solutions remain limited. This session features a program built to resolve these challenges. NASPA's CU Thrive program creates a complete circuit of connection, communication, and knowledge to support students' daily living needs. Through evaluation data, presenters will explain the contextual factors that contribute to a successful delivery of the program. Participants will learn how integrating CU Thrive along with social media strategies can enhance their current student support efforts.

134 An Explanatory Model for Korean Transracial Adoptee Identity

Convention Center 126A

Joy Hoffman, *Whittier College*

Shane Carlin, *University of Illinois at Urbana-Champaign*

Danielle Howard, *University of Miami*

Sarah Wilcox Elliott, *Virginia University*

Limited research regarding the ethnic identity development of transracial adoptees makes it difficult for professionals in higher education to effectively serve this unique population of students, especially amidst identity crisis. This program highlights a grounded theory study that explored how lived experiences affect the ethnic identity development of transracial Korean American adoptees raised by White parents. An explanatory model of identity development for transracial Korean American adoptees will be shared, and implications for higher education practice will be discussed.

135 Beyond Job One: Bridging the Gap into Mid-level Management

Convention Center 132B

Candace Dennig, *Valparaiso University*

Emily Pack, *California State University Channel Islands*

With the introduction of the NASPA/ACPA Professional Competency Areas for Student Affairs Practitioners document, student affairs professionals are given an opportunity to assess themselves based on the common values and skill sets identified by two of our largest national associations. In this session, participants will have an opportunity to learn more about how this document can assist them as they look at mid-level management and create a long-term professional development plan. Can't join the session? Have specific questions? Follow the session on Twitter at #NASPAbeyond!

136 Bridging the Gap: Connecting Data to Learning Outcomes

Convention Center 222A

Stacy Ackerlind, *University of Utah*

Brian Burton, *University of Utah*

Tom Hurtado, *University of Utah*

Amy Li-Butler, *University of Utah*

Implementing learning outcomes can be a challenge in student affairs. National data from the NASPA Consortium indicates that students want to connect classroom learning with cocurricular experiences. Integrating students' learning experiences both within and outside of the classroom plays a vital role in increasing the likelihood of student persistence, retention, and overall academic satisfaction and performance. This presentation will focus on a student affairs learning outcomes initiative that was developed by the University of Utah's Student Affairs Action Coalition.



137 Building Bridges Between Students and Professionals

Convention Center 232B

Lyndsey Williams-Mayweather, *Florida State University*

Arthur Doctor, *The Florida State University*

Mary Medina, *University of Florida*

Kenyatta Shamburger, *Clemson University*

Building professional mentoring relationships can serve as a beneficial tool to the development of effective leaders. This program highlights two graduate students and two full-time professionals who entered into mentoring relationships during their time at Clemson University. Participants will hear about the range of experiences of the presenters, the influence they have had on one another to strive for greatness, and how their relationships have made an impact on their successes. Participants who want to hear about best practices in effective professional mentoring relationships will benefit from this session.

138 Building Leadership Capacity: Classroom to Life

Convention Center 131C

Mackenzie Streit, *Florida State University*

Kathy Guthrie, *Florida State University*

The Undergraduate Certificate in Leadership Studies at Florida State University focuses on building student leadership capacity. In this interactive session, presenters will demonstrate how to develop leadership efficacy in a diverse group of students through thought-provoking, reflective curriculum that applies theory learned in class to real lived experiences. Using results from the Socially Responsible Leadership Scale, the presenters will share best practices to promote positive change in students' leadership capacity.

139 Community-based Learning in a Student Affairs Master's Program

Convention Center 226A

Erica Yamamura, *Seattle University*

Ethan DeCoster, *Seattle University*

Partnerships are the foundation for community engagement efforts across the country, and student affairs plays a crucial role. Still, there is very little attention to research and best practice in this area. Using project-based learning, graduate students collaborated with the division of student affairs to develop proposals for a community engagement initiative. This session will explore a project-based learning model and share best practices to engage student affairs professionals and graduate students in community engagement projects.

140 Competencies and Standards for Success as the Dean of Students

Convention Center 226C

Kimberlie Goldsberry, *Ohio Wesleyan University*

Sentwali Bakari, *Drake University*

Jim Hoppe, *Macalester College*

Eileen Sullivan, *Elmhurst College*

The Dean of Students position is demanding. At many institutions, the scope of responsibility of a Dean can range from conduct and student advocacy to unit supervisor to budget officer to being the senior student affairs officer. Join experienced higher education professionals serving in this role with an array of responsibilities. Drawing on the ACPA/NASPA document on professional competencies and standards, the presenters will explore those which are most critical to fulfilling the role of Dean of Students.

141 Comprehensive Assessment: It Can't Always Be About Learning

Convention Center 128B

Lance Kennedy-Phillips, *The Ohio State University*

Sherry Woosley, *Educational Benchmarking Inc.*

Student affairs is coming under increasing pressure to demonstrate accountability in programs that affect student success and learning. This interactive session will discuss data-driven decision-making techniques that enable professionals to evaluate the benefits of their programs beyond the collection of learning outcomes data. Learning outcomes assessment can be useful for the study of traditional activities; this approach lacks the flexibility to generate all types of data required by the diverse activities of successful organizations.

142 Connecting Your Strategic Plan to Your Assessment Plan

Convention Center 127C

Dena Kniess, *Clemson University*

Mark Ferguson, *Clemson University*

As colleges and universities have been asked to demonstrate what their students are learning in curricular and cocurricular experiences, surveys and other assessment instruments have been developed to demonstrate student success. Assessment without a clear purpose and connection to a division's overall strategic plan, however, can create frustration. This presentation looks at Clemson University's student affairs' strategic planning and assessment process, recognizing the importance of both elements in providing purpose and fostering a culture that values assessment. The course of development, including challenges and successes, the structure and process, and resulting resources to support divisionwide involvement will be shared.

143 Covey's 7 Habits: A Mother's Life Balance in Higher Education

Convention Center 231A

Susana DasNeves, *Northern Illinois University*

Megan Gerken, *Northern Illinois University*

Michelle Pickett, *Northern Illinois University*

Participants will take a look at Stephen Covey's *The 7 Habits of Highly Effective People* from a working mother's perspective, and engage in an interactive dialogue that will address personal stories, strategies, and lessons learned in the journey towards a healthier life balance as mothers and professionals in higher education.

144 Creating the Ultimate Student Experience: Partnerships in Action

Convention Center 131B

Stacey Moore, *The University of Akron*

Zak Steiner, *The University of Akron*

Cassandra Verardi, *The University of Akron*

Creating the ultimate collegiate experience for students in higher education requires the intentional and meaningful integration of student and academic affairs. Scholars have long noted the need for clear integration of the curriculum and cocurriculum, to combine cognitive and affective learning, and ensure the education of the 'whole' student.) In this interactive presentation, participants will be introduced to a model program comprised of multiple elements with the potential to have a profound impact on a student's collegiate experience from pre-enrollment to graduation and beyond.

145 Cultivating Leadership and Development through Mentoring

Convention Center 132C

Christine Ho, *University of Southern California*

Kristina Alvarado, *University of Southern California*

Leonel Diaz, *University of Southern California*

This session will introduce the University of Southern California's Graduate Mentoring and Development Program (GMDP). The GMDP aims to foster community and create innovative opportunities for graduate student practitioners to achieve personal and professional growth. The GMDP does this by partnering continuing graduate practitioners with incoming graduate practitioners to foster collaboration and support. This yearlong program is built on Gloria Crisp's (2009) four latent variables of mentoring and assessed using her College Student Mentoring Scale.

146 Decoding Supervision of Service Men and Women

Convention Center 222C

Holly Titus Kleinschmidt, *Ball State University*

Jennifer Goddard, *Ball State University*

Are campuses prepared to serve our student staff members with roles in active service and military? Supervising and supporting these student staff members poses unique needs in our current practices. This program will examine what it means to supervise student staff in military personnel roles, exploring legal aspects and obligations to their employment, and coping with traditional staffing structures in Residence Life. Topics include military personnel needs, what residential life supervisors can do to provide resources and support, and recommendations for more effectively arming our soldiers for success in their battles as student staff members.

147 Educational Experiences of Latinas: Lessons of Resistance

Convention Center 132A

Judy Marquez Kiyama, *University of Rochester*

Maria Chang, *University of Rochester*

Amalia Dache-Gerbino, *University of Rochester*

Vicki T. Sapp, *University of Rochester*

Brenda C. Shockley, *University of Rochester*

The 2010 U.S. Census revealed that Latinas continue to have the lowest college enrollment rates when compared to their African American and White peers. For those Latinas who do matriculate into college, they remain underrepresented at various levels of higher education, including advanced degrees. In this session, the presenters will highlight the educational experiences of urban Puerto Rican Latinas as they transition into and through higher education and explore how various forms of violence have impacted their experiences. Based on recommendations from Latina participants, there will be an opportunity to discuss how student affairs practitioners can learn from Latinas' histories, experiences, and identities.



148 Embracing Change through Multimedia Marketing: De-cluttering the Variety of Communications

Convention Center 231B

Shawn Ahearn, *University of Pittsburgh*

Janine Fisher, *University of Pittsburgh*

College students today want to receive information quickly and efficiently. This is an ever-increasing challenge in today's world, where students are often bombarded with information and can be easily overwhelmed. This program will outline how the division of student affairs at the University of Pittsburgh has developed a student-driven, multimedia approach to marketing its programs and services, using the latest technology to ensure messages stand out from the clutter.

149 From 9/11 to 2011: SSAOs and Leadership Lessons from the Decade

Convention Center 122A

Michael Siegel, *Suffolk University*

This program will explore leadership lessons learned by senior student affairs officers in the decade following the 9/11 terrorist attacks. Drawing from interviews with student affairs officers whose leadership has bridged the decade since 9/11, personal testimonies and reflections will be presented about the decade, examining how events from 9/11 shaped leadership approaches and styles.



150 Global Links Integrates International and Domestic Students

Convention Center 229B

Linda Williams-Moore, *University of Pittsburgh*

Joyce Giangarolo, *University of Pittsburgh*

As new international students prepare for the challenges of studying at the University of Pittsburgh, preparations are also being made on campus. The Global Links Program reaches out to international students addressing concerns and creating a welcoming, integrated environment on campus. Beginning with pre-arrival communications, new international students are contacted by student International Ambassadors. Ongoing programming—specific to international students and in conjunction with all freshmen—fosters an environment that supports exploration of culture, and assists in building friendships and developing global citizens.

151 Golden Rule: Students, Conduct Administrators, and Civility

Convention Center 121C

Lance Watson, *Northwestern University*

Wade Livingston, *Clemson University*

Michael Neiduski, *Maryville University*

Student conduct administrators utilize 'civility' as a watchword in their management of conduct and mediation processes. Civility is an important concept; however, it is unclear how students and professionals conceptualize civility and how civility could be incorporated into student conduct practices. This session discusses constituents' conceptualizations of civility and examines how civility complements the student conduct process.

152 Helping Our Guardian Scholars: The UCLA Academy

Convention Center 228A

Dave Piercey, *University of California, Los Angeles*

Wally Kappeler, *University of California, Los Angeles*

Foster youth need support in order to navigate the waters of higher education. The UCLA Academy program provides a solution. This past year, UCLA and First Star (a Washington, D.C.-based charity) developed and implemented a pilot program to prepare, motivate, and support twenty-four rising ninth graders in foster care in a five-week college preparatory academy that will provide them with the resources they need to be successful. This presentation will highlight the Academy while helping others to find methods of helping foster youth in their communities.

153 How to Secure a Research Grant Through the NASPA Foundation

Convention Center 126C

Linda Kuk, *Colorado State University*

Barbara Snyder, *University of Utah*

The NASPA Foundation continues to move the student affairs profession forward through its annual funding of research grants supporting the discovery of new knowledge and the application of knowledge to enhancing professional practice. This session will focus on helping those interested in student affairs research - and securing funding - learn about the procedures and process for applying for grant funding through the NASPA Foundation.

154 Influencing Change: Anti-bias Training for Staff Selection

Convention Center 232A

Jeff Grim, *Southern Methodist University*

Stacey Miller, *University of Vermont*

Alvin Sturdivant, *Seattle University*

While many institutions proclaim diversification of faculty and/or staff as a central priority, few have effective processes to hire and retain professionals that reflect the needs of all students. This session provides participants with a framework for change that can transform institutional climate to be more welcoming, supportive, engaging, and safe for students and staff of all backgrounds. Topics include the ineffectiveness of conventional recruitment techniques, how racism and other forms of discrimination sabotage a search, and how to hire for multicultural competence.



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155 Influencing Student Affairs and Academic Affairs Partnerships Through Formal Alignment

Convention Center 227B

Daniel Pugh, *University of Arkansas*

Greg Boardman, *Stanford University*

Ellen Heffernan, *Spelman & Johnson Group*

Henry Rhone, *Virginia Commonwealth University*

Larry Roper, *Oregon State University*

Melissa Vito, *University of Arizona*

Recent trends in American institutions of higher education reveal greater interest in enhanced student affairs collaboration within the academic community. In support of this initiative, campus leaders have begun to restructure reporting lines so that divisions of student affairs report to chief academic officers as a means of fostering greater collaboration and enhanced partnerships. While not a new phenomenon of influencing change, the 'Provost-model' of organizational reporting lines is being viewed with varying levels of support and concern. Panelists will provide their perspectives relative to the 'Provost-model' of supervision, as well as requisite skills sets necessary to successfully lead and manage in such an environment.

156 Kicking and Screaming: Re-imagining Campus Cross Cultural Affairs



Convention Center 225B

Jennifer DeLuna, *University of Illinois Urbana Champaign*

Rory James, *University of Illinois Urbana-Champaign*

Leslie Morrow, *University of Illinois Urbana-Champaign*

Jamie Singson, *University of Illinois Urbana Champaign*

Ross Wantland, *University of Illinois Urbana-Champaign*

What makes a cross-cultural affairs unit successful? How can intercultural units organize to optimize their impact on their institution? Using a case study and national data, this engaging workshop will explore the impact of a central diversity unit on campus focusing on social justice and inclusion, and the lessons for developing strategic efforts to influence change and integrate diversity into campus plans.

157 Kokua a Puni: Strengthening Culture-Based Student Services

Convention Center 226B

Erin Wright, *University of Hawai'i at Manoa*

Nalani Balutski, *University of Hawai'i at Manoa*

Lehua Nishimura, *University of Hawai'i at Manoa*

Pearl Wu, *University of Hawai'i at Manoa*

Kokua a Puni (KAP), which means 'to encircle with support,' is a student services program that provides holistic support to Kanaka Maoli students at the University of Hawai'i at Manoa. KAP is intentional in addressing the whole student in ways that are grounded in Kanaka Maoli knowledge systems, and it encourages students to explore and engage in a variety of nontraditional ways to build their capacity to persist in higher education and also contribute to their home communities. This program focuses on the promising practices emerging from one institution's work to indigenize student services.

158 Living-Learning Communities as a Venue for Men's Engagement

Convention Center 227A

Jody Jessup-Anger, *Marquette University*

Brianne Johnson, *Marquette University*

Matthew Wawrzynski, *Michigan State University*

During this interactive presentation, participants will have an opportunity to explore how living-learning communities (LLCs) promote men's engagement and foster authentic gender role expectations on campus. Undergirding the presentation will be findings from a qualitative study, which revealed that LLCs provided men a 'safe haven' from rigid gender roles, offered a plethora of involvement opportunities, and fostered relationships with faculty and peers. This presentation offers recommendations for anyone striving to create environments where men thrive.

159 Mentoring Programs for Adult Learners

Convention Center 131A

Snejana Slantcheva-Durst, *University of Toledo*

Kelsey Poddany, *University of Toledo*

Rachael Wise, *University of Toledo*

Mentoring programs and initiatives for adult learners have been found indispensable in these students' journey of learning, enhancing their capacity for self-direction and stimulating their engagement in the learning environment. Institutions of higher education are searching for opportunities for their adult learners to engage in a variety of programs that will enable them to succeed with their educational, professional, and personal goals. This session will highlight the central elements and strategies of effective mentoring initiatives, share lessons learned, and illustrate creative approaches with a proposed mentoring program at the University of Toledo.

160 Our Critical Responders: Educating our Frontline Staff

Convention Center 126B

Amy Jones, *University of North Carolina at Greensboro*

Brett Carter, *University of North Carolina at Greensboro*

Front line staff provide a range of talents, skills, and lifesaving moments, but are they prepared to handle and identify students in distress? Does your staff know what steps to take if they feel threatened or in danger? This interactive session will discuss these important skills and review how to create an effective safety plan for your staff. Participants will also be asked to share their own safety plans and knowledge on this topic.

161 Rad, Mad, Sad, Fad, Glad: Leadership for Social Justice Advocacy



Convention Center 222B

Michele Murray, *Seattle University*

Robert Nash, *University of Vermont*

Higher education is an environment super-charged by troubling issues of social justice, and discussing these issues without alienating those whose perspectives differ is tricky. Is it possible to address the world's most heated topics and reconcile lasting differences? Can all members of our communities engage in true civil dialogue to advance leadership in all its forms? The presenters will discuss 'Conversational Leadership' for engaged dialogue, even when claims of social justice may represent opposing belief systems and conflicting forms of advocacy.

162 Reframing Generational Theory: A Positive Psychology Approach

Convention Center 128A

Jonathan Manz, *Virginia Tech*

Frank Shushok, *Virginia Tech*

Ask a colleague to describe today's generation of students and themes such as being technology obsessed, money focused, and egocentric may emerge from the conversation. However, there is much right with today's students. Additionally, many of the questions and issues that students face today are not that different from the past. Participants will have an opportunity to learn how positive psychology can be utilized to reframe generational theory, while focusing on what makes today's students great.

163 Roles of Influence: Changing from Practitioner to Faculty

Convention Center 127B

Mary Skorheim, *University of Utah*

Amy Bergerson, *University of Utah*

Lori Patton Davis, *University of Denver*

Frank Harris III, *San Diego State University*

Jorg Vianden, *University of Wisconsin La Crosse*

The changing and global landscape of higher education requires leaders who cut across traditional boundaries and reflect the dynamic mix of relevant practice informed by timely research. Practitioners who have the courage and spark to consider shifting from administrative to faculty roles and changing their sphere of influence may lack knowledge of strategies to do so in a time of uncertainty. In this session, former practitioners who are now faculty members will share their strategies for successfully transitioning to the faculty role.

164 School's Out and Chicago Rocks: Creating a Culture of Collaboration

Convention Center 221A

Kris Pierre, *Northeastern Illinois University*

Barbara Sherry, *Northeastern Illinois University*

Faculty and staff in academic and student affairs have worked together to re-invent approaches to supporting first-year students at an urban commuter institution. Presenters will explore how re-imagining relationships has resulted in innovative partnerships and the sharing of resources during difficult economic times. They will also discuss the rewards and challenges involved in working across organizational boundaries and share lessons learned from their experiences.

164a Shaping Change: Public Policy Leadership on Campuses

Convention Center 221B-C

Rebecca Mills, *Touro University - Nevada*

Lisa Erwin, *University of Minnesota Duluth*

Kandy Mink Salas, *California State University, Fullerton*

Public policy impacts the lives of student affairs professionals in a myriad of ways. To help NASPA achieve its goal of being the leading voice for the student affairs profession worldwide, professionals at all levels need to build capacity to serve as policy leaders on their campus. Members of NASPA's Public Policy Division will share strategies for influencing public policy, networking with campus legislative liaisons, accessing funding, and analyzing local legislation.

165 The Oral Interpretive Learning Experience: Aiding a Failing FYE

Convention Center 121B

Tenisha Baca

The first-year experience is conducted at institutions across the country. Upon entering the first-year experience, students may find that their diverse experiences have no place in the curriculum. The diversification of the student body calls for strategies that provide students a chance to reflect on their individual experiences. This program purports the integration of the Oral Interpretive Learning Experience as a complimentary means of making differences more inclusive within the first-year experience.

166 The Teaching Role of Senior Student Affairs Officers

Convention Center 228B

Phyllis McCluskey-Titus, *Illinois State University*

Senior student affairs officers often have multiple roles, including manager, visionary, and relationship-builder. But do senior student affairs administrators 'teach' in their position? This session presents case study research conducted on site with six different senior student affairs officers examining the ways they acted as a 'teacher' in their day-to-day work with staff and students. Participants will learn about the study and have an opportunity to discuss possible conclusions or implications of this research in practice.

167 Tipping Point: White (Dis)Engagement in Student Organizations

Convention Center 124A

Dhanfu E. Elston, *Georgia State University*

Historically, efforts focused on increasing student engagement have targeted students of color. However, at one large urban institution it has been found that White students are more likely to disengage. The results of research focusing on demographic shifts and White students' perspectives on campus engagement will be shared with participants.

168 Using Case Studies to Prepare Students for the "Real World"

Convention Center 231C

Robin Zimmern, *University of West Florida*

Ruth Davison, *University of West Florida*

Christine Haley, *University of West Florida*

Liz Madaris, *University of West Florida*

Interactive and simulated learning practices are valuable ways to engage students. Utilization of case studies allows students to tackle complex problems using higher order skills such as application, analyzing, and synthesis as defined through Bloom's taxonomy (Bloom et al., 1956). This program will offer examples of utilizing case study simulation within the context of intentional educational initiatives including student government leadership programs, graduate level course curricula, and fraternity/sorority leadership development.

169 Using Rubrics in Student Affairs: A Direct Assessment of Learning



Convention Center 225A

David McKelfresh, *Colorado State University*

Joseph Levy, *Campus Labs*

Student affairs departments are increasingly using rubrics as an assessment tool. This program highlights the steps involved and the benefits of using rubrics as a direct measure of learning. Panelists from a variety of institutions will discuss how their departments have used rubrics to assess student learning outcomes.

170 What Do YOU Believe? Self-awareness as a Path to Leadership

Convention Center 124B

Michael McKeon, *Loyola University Chicago*

Dawn Overstreet, *Loyola University Chicago*

What happens when you ask a community of leaders what beliefs define them? At Loyola University Chicago, EVOKE (Encouraging Vocation through Knowledge and Experience) staff discovered the answer to this question through its 'This I Believe' initiative. Participants shared one core belief that gave their life meaning. The session will be interactive and offer participants an opportunity to reflect on their own beliefs. It will include a discussion on how the initiative can be implemented at other universities as well as the implications it can have on leadership.

171 What's Next for Seasoned Senior Student Affairs Officers?

Convention Center 125

Jean Kim, *University of Massachusetts Amherst*

While it is incredibly satisfying to create and maintain inclusive, diverse, and engaging learning environments dedicated to student development and success, after leading the division for many years and even for decades, some may question what is next for them before retirement. How do we continue to motivate ourselves to do our best work? Where do we find the challenges that drive us? If we wanted to climb up to the next step in the career ladder, what are our options? How do we leverage our experiences and skills in leading a student affairs division to a wider scope, to run a campus? How do we manage the generativity stage in our development? These five questions delineate the parameters of confidential and interactive conversations. Join the session to learn from other seasoned SSAOs, benefit from our collective wisdom, and hear some facts about options to pursue as we continue our life's journey of educating the mind, body, and soul.

172 Why Everyone Should Assess Program Implementation

Convention Center 232C

Matthew Swain, *James Madison University*

Sara Finney, *James Madison University*

Jerusha Gerstner, *James Madison University*

Tisha McCoy-Ntiamoah, *James Madison University*

Sarah Sunde, *James Madison University*

Student affairs professionals often forget to assess how well planned programs were actually implemented. The meaning and importance of implementation fidelity will be discussed in this session. Using a Transfer Student Orientation program as an exemplar, sessions attendees will learn how to build a checklist and use fidelity data to make more informed changes to their programs.



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2:45 p.m.–3:45 p.m.


Advising and Helping

	#	Title	Room
	174	African American College Athletes: Exploring Campus Involvement	Convention Center 126B
	180	Challenging Racism and Homophobia: Supporting Black Gay Men at Predominantly White Institutions	Convention Center 227B
	183	Developing and Implementing Assessment for Academic Advising	Convention Center 231C
	194	Institutionalizing Academic Integrity: A Best Practice Approach	Convention Center 222A


Assessment, Evaluation, and Research

	#	Title	Room
	173	Academic and Student Affairs: Weaving Collegewide Assessment	Convention Center 232C
	176	Assessment Through Program Review at Small Colleges	Convention Center 226A
	183	Developing and Implementing Assessment for Academic Advising	Convention Center 231C
	188	Findings from the National Study of Student Affairs Professionals	Convention Center 226B
	196	Learning in the Conduct Process: E.P.I.C. Journey Findings	Convention Center 229B
	197	Mixing Methods in Student Affairs Research and Assessment	Convention Center 121C
	209	Students in Debt: A Goldmine for Stress on Campus?	Convention Center 222C

Equity, Diversity, and Inclusion

	#	Title	Room
	202	NPHC Undergraduate Chapters: A Dialogue on Successes and Challenges During the Past 20 Years	Convention Center 131C
	174	African American College Athletes: Exploring Campus Involvement	Convention Center 126B
	180	Challenging Racism and Homophobia: Supporting Black Gay Men at Predominantly White Institutions	Convention Center 227B
	185	Engaging a University in a Center of Excellence for Veterans	Convention Center 124B
	186	Engaging the Wired Generation: Student Affairs and Technology	Convention Center 231B
	191	Immigrant Youth Perspectives on Identity and College Access	Convention Center 132C
	192	Inclusion 101 Workshop Activities—A Training Guide	Convention Center 128A
	206	Rejecting Religious Homophobia: Lesbian and Gay Student Voices	Convention Center 124A
	212	The Ultimate Man: Using Leadership to Save the All-male Hall	Convention Center 126A

History, Philosophy, and Values

	#	Title	Room
	187	Exploring Student Affairs Culture: A Tool for Effective Leadership	Convention Center 128B
	189	Foundations for Teaching Excellence	Convention Center 127C
	204	Professional Development Competencies Session	Convention Center 131B
	210	The Always-changing, Ever-evolving Field of Parent Involvement	Convention Center 122A

Human and Organizational Resources

	#	Title	Room
	175	Applying Principles of Improvisation to Ignite Leadership	Convention Center 225A
	184	Embracing the Dynamic Digital Lives of Students	Convention Center 126C
	201	New Realities: Managing Student Affairs in Changing Times	Convention Center 125

Law, Policy, and Governance

	#	Title	Room
	177	Association Rights and Free Speech of Student Religious Groups	Convention Center 222B
	182	Creating Standards for Student Groups	Convention Center 127A

2:45 p.m.–3:45 p.m.

Leadership

#	Title	Room
173	Academic and Student Affairs: Weaving Collegewide Assessment	Convention Center 232C
175	Applying Principles of Improvisation to Ignite Leadership	Convention Center 225A
177	Association Rights and Free Speech of Student Religious Groups	Convention Center 222B
181	Civic Identity Development and National Service Scholarships	Convention Center 232A
187	Exploring Student Affairs Culture: A Tool for Effective Leadership	Convention Center 128B
188	Findings from the National Study of Student Affairs Professionals	Convention Center 226B
190	Ignite Change by Leading Without a Title	Convention Center 227A
192	Inclusion 101 Workshop Activities—A Training Guide	Convention Center 128A
195	Leadership on Urban Campuses—Challenges and Opportunities	Convention Center 231A
200	New Leadership: A Case Study of Female Undergraduate Researchers	Convention Center 226C
201	New Realities: Managing Student Affairs in Changing Times	Convention Center 125
203	Partnerships: Influencing Learning on the 21st-century Campus	Convention Center 131A
207	Skill Devo Port: An Effective Model for Monthly Staff Development	Convention Center 232B
208	Small College Senior Student Affairs Officer (SSAO) Roundtable	Convention Center 221B-C

Personal Foundations

#	Title	Room
190	Ignite Change by Leading Without a Title	Convention Center 227A
195	Leadership on Urban Campuses—Challenges and Opportunities	Convention Center 231A
204	Professional Development Competencies Session	Convention Center 131B

Student Learning and Development

#	Title	Room
202	NPHC Undergraduate Chapters: A Dialogue on Successes and Challenges During the Past 20 Years	Convention Center 131C
178	Bursting at the Seams: How Enrollment Inspired Orientation Change	Convention Center 228B
179	Call of Duty: Navigating the Vocational Terrain of Young Adults	Convention Center 132B
181	Civic Identity Development and National Service Scholarships	Convention Center 232A
184	Embracing the Dynamic Digital Lives of Students	Convention Center 126C
185	Engaging a University in a Center of Excellence for Veterans	Convention Center 124B
186	Engaging the Wired Generation: Student Affairs and Technology	Convention Center 231B
193	Influencing Student Behavior Through the Idea of Personal Brand	Convention Center 132A
194	Institutionalizing Academic Integrity: A Best Practice Approach	Convention Center 222A
196	Learning in the Conduct Process: E.P.I.C. Journey Findings	Convention Center 229B
198	Mobilizing a Shared Vision for Student Development	Convention Center 228A
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Monday, March 12

Highlights



Featured Speaker Consuelo Castillo Kickbusch

Monday, March 12
2:45 p.m.—4:00 p.m.
Convention Center
120AB

2:45 p.m.—3:45 p.m.

173 Academic and Student Affairs: Weaving Collegewide Assessment

Convention Center 232C

Vincent June, *Georgia Perimeter College*

Margee Bright-Ragland, *Georgia Perimeter College*

Lisa Fowler, *Georgia Perimeter College*

Patti Gregg, *Georgia Perimeter College*

Coletta Hassell-Carter, *Georgia Perimeter College*

Nate Holmes, *Georgia Perimeter College*

Alan Jackson, *Georgia Perimeter College*

When a campus develops a collective commitment to assessing student learning and development, it intentionally weaves that commitment into the fabric of its culture. In this session, the participants will present a unique retrospective analysis and an assessment framework to address retention, graduation, and transfer initiatives at a two-year, multicampus college.

174 African American College Athletes: Exploring Campus Involvement

Convention Center 126B

Cameron Beatty, *Iowa State University*

Marcus Brown, *Missouri State University*

Previous research has revealed a number of adjustment and transition issues that African American college students face. Campus involvement, such as student organizations, can function as one way for African American student-athletes to become more engaged at their university. By analyzing the experiences of African American student-athletes, the NCAA can better inform student affairs professionals, student-athletes gain a better understanding of their experiences, and both professionals and students contribute to the creation of learning environments conducive to African American student-athlete needs. This session will share the experiences and perceptions of the campus environment and the lack of campus involvement of African American student-athletes beyond their sport and suggest recommendations for student engagement for student affairs professionals, coaches, and the NCAA.

175 Applying Principles of Improvisation to Ignite Leadership

Convention Center 225A

Mark Salisbury, *Augustana College*

Despite numerous models of leadership development, the challenge of producing effective leaders persists. This highly interactive session will introduce a series of training games borrowed from improvisational theatre to model a uniquely applied means of cultivating collaborative leadership among both students and student affairs professionals. Participants will learn to celebrate failure, embrace change, and discover the power of 'yes, and.' Moreover, attendees will learn a surprisingly simple yet profound tool for developing leaders.



176 Assessment Through Program Review at Small Colleges

Convention Center 226A

Mary Geller, *College of Saint Benedict*

Douglas Mullin, OSB, *Saint John's University*

Building a comprehensive program review model based on assessment measures helps determine and clarify strengths and challenges within a department. Program review allows managers to be more strategic in budgeting, planning, staffing, and programs. Findings from program review allow for better deployment of resources that yield the best return on investments based on strategic priorities. Presenters will share their process for program review and leave time for discussion for participants to share their experiences with program review.

177 Association Rights and Free Speech of Student Religious Groups

Convention Center 222B

John Lowery, *Indiana University of Pennsylvania*

W. Scott Lewis, *Saint Mary's College*

Since the U.S. Supreme Court ruling in *Hastings* (2010), lower courts have further refined the extent to which public institutions can apply institutional nondiscrimination policies to student religious groups. However, the rulings have not fully resolved these difficult issues. This program examines recent decisions to aid professionals in examining and revising their own institution's policies. Recent additional First Amendment issues in the courts involving student religious organizations will also be addressed.



178 Bursting at the Seams: How Enrollment Inspired Orientation Change

Convention Center 228B

April Heiselt, *Mississippi State University*

Dejanae Banks, *Mississippi State University*

Phil Bonfanti, *Mississippi State University*

Brooke Collins, *Mississippi State University*

Lyndsey Storey, *Mississippi State University*

Data from the National Center for Educational Statistics indicates that campus enrollments will increase by over 20 percent within this decade. An increase in students means campus change, including campus orientation programming. Mississippi State University experienced a 25-percent enrollment increase over the last five years, bringing innovation and inspired leadership to the orientation process. Come discuss how increasing enrollments impact campus orientation programs and what can be done to meet this exciting new challenge.

179 Call of Duty: Navigating the Vocational Terrain of Young Adults

Convention Center 132B

John Dahlstrand, *Washburn University*

Jennifer Haworth, *Loyola University Chicago*

What difference do I want to make in this world? Who do I want to be, and who do I want to make a life with? How can I explore these questions in light of my career and life choices? These are the kinds of 'big questions' emerging adults often ask during college. While scholarly research offers some insight into the career decision-making process, it says little about how individuals discern their callings and how the vocational discernment process affects career choice. In this session, to the presenters will discuss the results of a longitudinal research study that examined how emerging adults made sense of vocational discernment in their lives.

180 Challenging Racism and Homophobia: Supporting Black Gay Men at Predominantly White Institutions

Convention Center 227B

Terrell Strayhorn, *The Ohio State University*

A good deal of attention has been given to Black male collegians recently, although much of that focuses on Black men who tend to enjoy the admiration of educators, peers, and family members such as athletes, student leaders, and high-achievers. We know comparatively little about the experiences of 'invisible' or marginalized subpopulations such as Black gay male undergraduates (BGMUs). In this program, the presenter shares information about the academic and social experiences of BGMUs, findings from a multi-institutional qualitative study at predominantly White institutions, and ways that college educators can provide support to such men.

181 Civic Identity Development and National Service Scholarships*Convention Center 232A***Laurie Marks**, *University of Wisconsin - Milwaukee***Rachel Spaulding**, *University of Wisconsin - Milwaukee*

Programs in which students do community service in exchange for financial scholarships provide universities with a way to engage low-income students in a cocurricular activity that is more comfortable, accessible, and beneficial than the traditional student involvement offerings. This session will look at the results of a grounded theory study that examined the student experience in a community service scholarship program—specifically, the impact it had on the overall college experience as well as on participants' civic identity development.

182 Creating Standards for Student Organizations*Convention Center 127A***Nicky Damania**, *Colorado State University-Pueblo*

In institutions of higher education, the environment for developing student organizations has been less than optimal due to the lack of standards. Even though there are tools for improving student-led organizations, there are no set standards to ignite leadership and influence change for the operation and governance of oncampus student organizations. A mixed methods approach was used to conduct research at Colorado institutions, revealing common themes that yielded practical standards for student organizations. This study provides the rationale for standards to aid members, officers, and advisors in strengthening student organizations.

183 Developing and Implementing Assessment for Academic Advising*Convention Center 231C***Leanna Fenneberg**, *Saint Louis University***Lisa Israel**, *Saint Louis University*

Academic advising staff consistently aim to support students in their academic success, as well as their personal growth and development. This session will outline one institution's process of assessing campuswide academic advising, leading to a major structural change; it will also provide an overview of a 5-year assessment plan and process to determine system effectiveness and student impact. Participants will be encouraged to reflect upon and share best practices and challenges in assessing academic advising on their campuses.

184 Embracing the Dynamic Digital Lives of Students*Convention Center 126C***Beth Andre**, *University of Georgia***Alex Kappus**, *University of Georgia*

As institutions struggle to keep up with technology, it is important to embrace the inevitable change and use it to reach our students. Since technology is rapidly evolving, practitioners should gain a comprehensive understanding of the dimensions of electronic communication. With proper awareness, knowledge, and skills, practitioners can lead in an effort to create seamless learning environments. This presentation will share practical knowledge, applicable literature, and explore the implications of technology in the lives of students.

185 Engaging a University in a Center of Excellence for Veterans*Convention Center 124B***Marsha Guenzler-Stevens**, *University of Maryland, College Park***Kelly Kesler**, *University of Maryland, College Park***Donna Lim**, *University of Maryland, College Park***James Rychner**, *University of Maryland, College Park*

In fall 2010, the University of Maryland was awarded a grant from the U.S. Department of Education to fund the creation of a campuswide University of Maryland Center for Excellence for Veteran Student Success. This funding allowed the expansion of a fledgling Veterans Program Office and served as the stimulus for rapid expansion of programs, services, scholarships, and educational courses designed for veteran students. Join in a session that blends multimedia, stories, research data, development plans, and transferable programs and curriculum as university colleagues share their role in creating Maryland's Center for Excellence.

186 Engaging the Wired Generation: Student Affairs and Technology*Convention Center 231B***Matt Visser**, *Azusa Pacific University***Josh Hibbard**, *Azusa Pacific Online University***Eileen Hulme**, *Azusa Pacific University***Ryan Richardson**, *Baylor University*

Innovative technologies provide vast opportunities and challenges for student affairs professionals seeking to engage a wired generation of college students. This interactive session will highlight emerging technologies available to student affairs practitioners and discuss the future challenges and opportunities of colleges and universities. Participants will leave the session with new ideas for utilizing the strengths of technology within student development.

187 Exploring Student Affairs Culture: A Tool for Effective Leadership*Convention Center 128B***Robert Beodeker**, *Suffolk Community College***Scott Reikofski**, *University of Pennsylvania*

A strong understanding of the unique lens of student affairs professionals is essential for effective leadership and change. Student affairs has changed dramatically from the first publishing of the *Student Personnel Point of View* (1937) through the publication of *Learning Reconsidered* (2004). Today, we are a kaleidoscope of programs and services that are uniquely blended at our institutions. This session will explore the culture of student affairs, our values, work structures, and our daily patterns and activities.

188 Findings from the National Study of Student Affairs Professionals*Convention Center 226B***Rishi Sriram**, *Baylor University***Ah Ra Cho**, *Baylor University***Caroline Clark**, *Baylor University*

Professionals in student affairs are called upon daily to foster student development and success, manage staff, advocate for resources, and lead with purpose. This session presents initial findings from the National Survey of Student Affairs Professionals, a robust survey that measures professionals across the nation on their knowledge, skills, and attitudes concerning the 10 professional competency areas for student affairs.

189 Foundations for Teaching Excellence*Convention Center 127C***Lori Reesor**, *University of North Dakota***Virginia Arthur**, *Iowa State University***Philip Burlingame**, *Penn State University***Florence Hamrick**, *Rutgers, The State University of New Jersey***Sarah Westfall**, *Kalamazoo College*

Student affairs professionals often teach as adjunct faculty members in higher education or student affairs graduate programs. Sponsored by the Faculty Fellows, this session is designed for professionals interested in seeking new ideas and approaches for teaching. Topics to be discussed include setting learning objectives, motivating students, assignments and grading, and ethical considerations.

190 Ignite Change by Leading Without a Title

Convention Center 227A

LaVonda Walker, *University of Central Florida*

Jennifer Muscadin, *University of Central Florida*

A common misconception of leadership is that in order to become a leader one must have a title. Author Mark Sanborn (2006) states that a true leader is someone who has the ability to influence change in the lives of the others with their daily actions. This presentation will review the power of six principles of leadership (self-mastery, focus, people, persuasive communication, execution, and giving) and how student affairs professionals will be able to begin the process of becoming lifelong change agents in their institutions.

191 Immigrant Youth Perspectives on Identity and College Access

Convention Center 132C

Matt Matera, *ScholarshipsA-Z*

Raja Bhattar, *University of California, Los Angeles*

Susana Muñoz, *University of Wisconsin-Milwaukee*

Since SB1070 became law in Arizona, undocumented youth have built a national movement to pass the DREAM Act and make higher education accessible for all students, regardless of immigration status. This session features a panel discussion led by student leaders in this movement. Panelists will use scholarship and personal stories to engage participants in discussions on how the movement impacts institutions and how the different identities of undocumented youth intersect in their work for change.

192 Inclusion 101 Workshop Activities—A Training Guide

Convention Center 128A

Kathy Obear, *Social Justice Training Institute*

Ever wish you had a ready-to-use lesson plan and related handouts to facilitate workshops on inclusion and social justice? Participants will discuss critical design and facilitation principles and review proven activities that challenge learners to develop foundational knowledge, awareness, and skills around issues of diversity and inclusion on campus. Participants will receive a comprehensive training guide for facilitating productive and powerful educational sessions on campus.

193 Influencing Student Behavior Through the Idea of Personal Brand

Convention Center 132A

Thomas Miller, *University of South Florida*

Justin Miller, *Temple University*

Even when student affairs staff send all the right messages and reinforce the need for students to make good decisions, some of them make destructive decisions. It can become a personal and public nightmare, impacting the brand of the group, the department, and university. This program introduces 'Branded A Leader' (BAL), a program that teaches critical decision-making skills to students while challenging them to be responsible for their decisions. It is a highly interactive training program that engages students in unusually effective ways.

194 Institutionalizing Academic Integrity: A Best Practice Approach

Convention Center 222A

Christian Wuthrich, *Washington State University*

Melissa Morgan, *Washington State University*

Recent scholarship on academic integrity has described higher education as a high stakes environment where pressure to produce, maintain financial aid, obtain parental approval, and prepare for a career drives dishonest behaviors. Academic integrity issues are part of a consumer-oriented higher education system that treats students as customers and faculty as those who merely deliver a product. The purpose of this program is to help participants consider approaches to academic integrity education and highlight methods to engage students and faculty in partnerships that reconceptualize respective roles and policies on campus.



195 Leadership on Urban Campuses—Challenges and Opportunities

Convention Center 231A

Eric Grospitch, *University of Missouri - Kansas City*

Rhonda Lovelace, *Philander Smith College*

Juliana Mosley, *Marygrove College*

Samantha Ortiz, *University of Colorado - Denver*

Deb Schmidt-Rogers, *DePaul University*

Urban institutions provide a microcosm of all that is higher education. Whether residential or commuter, public or private, the urban university is often a beacon of hope for a diverse population of students. As research shows that more students are staying closer to home as a result of the economy, the opportunity for urban universities to engage and influence change has significantly increased. This program will address many of the unique challenges and opportunities within the urban campus environment.

196 Learning in the Conduct Process: E.P.I.C. Journey Findings

Convention Center 229B

Jan Wilson McKinney, *University of Texas at San Antonio*

Adriana Alicea-Rodriguez, *University of Texas at San Antonio*

Jennifer Fueglein, *University of Texas at San Antonio*

Kevin Price, *University of Texas at San Antonio*

The E.P.I.C. Journey Sanctioning Model is a nationally recognized conduct process aimed at transforming decision-making patterns. This session will report findings from research completed in 2011 assessing how students experience change throughout the conduct process, as well as implications for practice resulting from that data. Come see what the presenters have learned about how students experience a developmentally focused conduct process, including the impact of conversation and the role of reflection in behavior change.

197 Mixing Methods in Student Affairs Research and Assessment

Convention Center 121C

Samuel Museus, *University of Hawai'i at Manoa*

Kimberly Griffin, *Penn State University*

Integration of qualitative and quantitative data in student affairs research and assessment will be addressed. The presenters will discuss when mixed-methods are useful, the types of questions one can answer with mixed-methods approaches, and share different types of mixed-methods designs. Participants will learn and have the opportunity to consider different ways to use various mixed-methods strategies to answer important questions about students' needs, learning, satisfaction, and development.

198 Mobilizing a Shared Vision for Student Development

Convention Center 228A

Marianne Magjuka, *Wake Forest University*

Mary Gerardy, *Wake Forest University*

Meghan Haenn, *Wake Forest University*

The millennial generation has pushed student affairs professionals to redefine how we think about student development. At Wake Forest, staff have implemented a comprehensive, holistic, multiyear approach to student growth and development called 'My Journey,' which engages students in intentional activities and provides critical guidance and direction at appropriate times throughout the college experience. This presentation will explore the theoretical foundation and practical application of this student development model and discuss ways in which others might implement similar plans in their institutional contexts.

199 My Prof Sucks: Educating for Student–Faculty Conflict Resolution*Convention Center 121B***Anne Ehrlich**, *Woodbury University***Will McConnell**, *Woodbury University*

Conflict between students and faculty is inevitable, but most students report feeling unsure of how to handle it. These unresolved conflicts carry negative consequences including suboptimal learning and students who are socialized into a passive stance toward authority. Using Woodbury's 'Having it Out!' program as an adaptable model, this session will encourage student affairs professionals to develop initiatives that teach students productive strategies for resolving conflict and create an institutional culture that empowers them to do so.

200 New Leadership: A Case Study of Female Undergraduate Researchers*Convention Center 226C***Charlotte Maheu**, *Tulane University***Sarah McAllister**, *Tulane University*

Tulane's Newcomb Scholars Program has harmonized seemingly divergent principles and values of intellectualism and leadership, as well as the historically institutional boundaries of academic affairs and student affairs. A case study of this program—a selective curricular and cocurricular program for incoming women—illustrates the development of new leadership in higher education.

201 New Realities: Managing Student Affairs in Changing Times*Convention Center 125***Ashley Tull**, *University of Texas at Arlington***Kathy Cavins-Tull**, *Texas Christian University***Linda Kuk**, *Colorado State University*

Student affairs organizations are currently faced with increased challenges as a result of changing demographics, the nature of responsibilities, and constituent expectations related to programs and services. This program is based on a recently released book, *New Realities in the Management of Student Affairs: Emerging Specialist Roles and Structures for Changing Times*, edited by the presenters. Emerging specialist roles and structures will be discussed as well as strategic and budget implications.

202 NPHC Undergraduate Chapters: A Dialogue on Successes and Challenges During the Past 20 Years*Convention Center 131C***Ashlei Tobin-Robertson**, *University of Maryland, College Park***Kevin Pitts**, *University of Maryland, College Park***David S. Williams II**, *University of Maryland, College Park*

Undergraduate chapters within the National Pan-Hellenic Council (NPHC) were established to provide a sense of belonging and escape from racism on campuses. As chapters grew, they provided an opportunity for networking and establishing relationships across the country, as well as leadership and interpersonal skills development. Unfortunately, many chapters have faced poor academic success and negative reputations. There also have been many cases of hazing, with some resulting in lawsuits, serious injury, and death. Participants in this session will be encouraged to think about whether the benefits of undergraduate NPHC chapters outweigh the costs, and consider if the current approach to advising undergraduate NPHC chapters is still effective or new solutions are needed.

203 Partnerships: Influencing Learning on the 21st-century Campus*Convention Center 131A***Pamela Havice**, *Clemson University***William Havice**, *Clemson University***Joy Smith**, *Clemson University*

Engaging students as active participants in rich, meaningful learning is the challenge for every educator concerned with shaping the future of higher education. This presentation examines a collaborative effort by the division of student affairs, which partnered with one academic college at a mid-sized, land grant university to integrate learning experiences inside and outside of the classroom. Participants will be encouraged to share experiences, strategies, and recommendations from their campuses.

204 Professional Development Competencies Session*Convention Center 131B***Stephanie Gordon**, *NASPA***Tisa Mason**, *Fort Hays State University*

Join your colleagues in a discussion of the Professional Competency Areas for Student Affairs Practitioners and how to use these in your own professional development and on campus with your divisions. The competencies are intended to define the broad professional knowledge, skills, and, in some cases, attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field.

205 NASPA Purposeful Sharing*Convention Center 127B***Will Simpkins**, *CUNY-John Jay College***Tonantzin Oseguera**, *University of California Riverside*

This unique program provides an important and relevant opportunity for colleagues to share values, beliefs, and ideals in-person, at a microphone, for up to five minutes. Listen to colleagues, each with their own story, place in history, and perspective, eloquently and creatively sharing in an uninterrupted manner what they believe about something important to them and, probably in some way, important to you.

206 Rejecting Religious Homophobia: Lesbian and Gay Student Voices*Convention Center 124A***Danielle Johnson**, *University at Buffalo*

In higher education, diversity encompasses various aspects of identity development. The purpose of this session is to discuss the role that religious homophobia plays among lesbian and gay students. The presenter will draw upon qualitative dissertation research that examined how religion and spirituality related to sexual identity among lesbian and gay students. Participants will learn ways to create inclusive campus environments where lesbian and gay students feel empowered to serve as advocates and change agents within their campus communities.

207 Skill Devo Port: An Effective Model for Monthly Staff Development*Convention Center 232B***Paul Miller**, *University of Delaware***Rick Brown**, *University of Delaware***Raven Holloway**, *University of Delaware***Jimmy Howard**, *University of Delaware*

Staff Development is a passion of ours and we want to share our successes, setbacks and an amazing skill development plan with you! Utilizing staff meetings, 1-on-1 supervision meetings and a monthly module plan, we have put together an intentional, learning-outcomes based program to enhance the transferable skills learned through the RA position through theory based intentional development and creative monthly activities. Come learn about the exciting things we're doing to ignite leadership development at UD!

208 Small College Senior Student Affairs Officer (SSAO) Roundtable

Convention Center 221B-C

Maggie Balistreri-Clarke, Edgewood College

W. Houston Dougharty, Grinnell College

Sandra Olson-Loy, University of Minnesota
-Morris

SSAOs on small campuses (fewer than 5,000 students) will examine current issues and trends, as determined by participants. Small college leaders will be invited to share their concerns, thoughts, and insights as well as hear new perspectives from colleagues. Facilitators will invite participants at each table to first generate a list of concerns and issues they would like to discuss and then choose the top two issues to be shared with the group.

**209 Students in Debt:
A Goldmine for Stress
on Campus?**

Convention Center 222C

Daniel Newhart, The Ohio State University

Emily Slager, The Ohio State University

Kate Trombitas, National Student Loan Program

This session presents data from the Ohio Student Financial Wellness Survey, given to students in higher education across Ohio. Presenters will discuss results from the survey about student loan and credit card debt, stress related to debt, money management habits, and students' feelings about their financial futures. The survey and its results will inform future studies related to student loan debt stress and debt literacy in general. Presenters will also discuss the need to create and support financial literacy programs on campuses across the country.

**210 The Always-changing,
Ever-evolving Field of Parent
Involvement**

Convention Center 122A

Jeanine Ward-Roof, Florida State University

Mark Roof, Florida State University

Anna Carey, Western Washington University

Over the past few decades, working with parents has become more commonplace on college campuses, but it has not always been that way. Early in many institutions' histories, faculty and staff were expected to act in place of the parents. By the 1970s and 1980s, however, the common stance seemed to be that parents were bothersome and should not be included. Today, parents are not only included in campus programming, but students expect them to be involved. In addition, parents have become a significant source of fundraising on some campuses. Attend this program to find out what predictions your colleagues believe will occur with parent involvement in the future.

**211 The Role of Community
Coalitions in Prevention
Efforts**

Convention Center 225B

Anna Edwards, University of South Carolina

Erin Freeman, University of South Carolina

Constructing an effective community coalition to create an environment that is less conducive to high-risk behaviors is best achieved by involving key stakeholders on campus and in the community. The Carolina Community Coalition at the University of South Carolina-Columbia consists of over 30 partners in the Columbia area working together to change policies, educate community members, and enforce laws in order to make Carolina safer. This session highlights strategies to identify potential members, gain community buy-in, and sustain a coalition.

**212 The Ultimate Man: Using Leadership to
Save the All-male Hall**

Convention Center 126A

James Lorello, Georgetown University

Aaron Voyles, Appalachian State University

There has been a decrease in the retention, success, and engagement of men. Men account for a disproportionate number of conduct issues. Because of this, all-male residence halls are now often met with skepticism. But can these halls with their supposed high vandalism and smelly rooms actually benefit campus? Using examples from The Ultimate Man learning community, this presentation will highlight how one all-male hall, when faced with potential elimination, responded to inspire male leaders and begin to reconstruct ideas of masculinity.

**2:45 p.m.—3:30 p.m.
TECHNOLOGY "UN"SESSION**

**Identity 2.0—It's Not Who You Know But
Who Knows You**

Convention Center 229A

Building on the 'social' in social media, this session is all about helping you understand, develop and share your professional identity online. Through a facilitated conversation with members of the online community, learn to build and leverage your networks to develop an identity that keeps working long after you do. The facilitators will discuss the purpose and importance of a professional identity, showcasing that it's not just who you know, but how you make yourself known.

Transformative Ideas for Changing Times



NEW

CONTESTED ISSUES IN STUDENT AFFAIRS

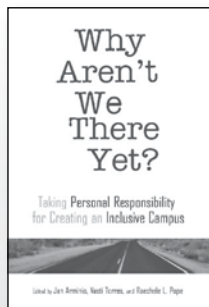
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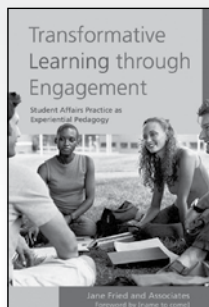
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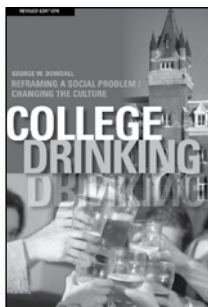
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Jane Fried

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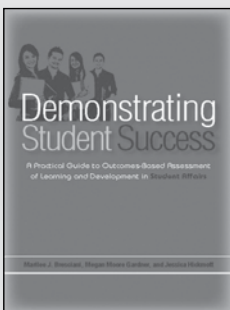
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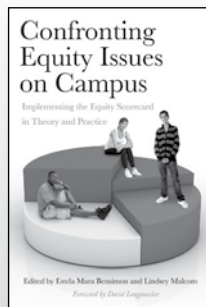
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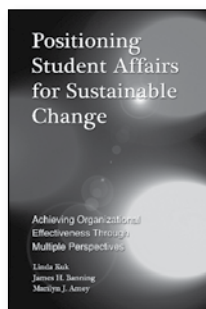
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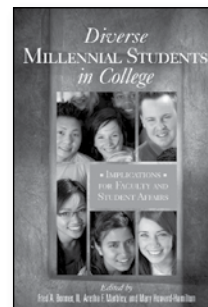


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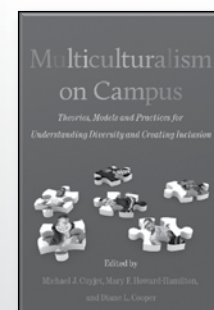
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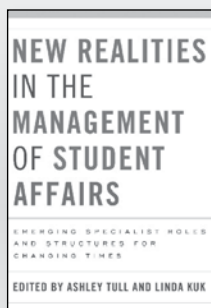
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Advising and Helping

	#	Title	Room
	223	E-Mentoring: Bridging Involvement and Professional Development	Convention Center 126C
	227	Hazing Prevention: A Student-driven, Communitywide Initiative	Convention Center 226B
	230	Inkblots: A Student-to-Student Stress Management-based Film Series	Convention Center 231A
	241	Staff Efficiency for the Millennial Generation	Convention Center 231B


Assessment, Evaluation, and Research

	#	Title	Room
	215	Analyzing the Concept of Student Loyalty in Persistence Research	Convention Center 226C
	216	Another Survey?!? Alternative Assessment Data Collection Methods	Convention Center 227B
	220	Data Don't Lie: Leading Change Through Ethical Assessment	Convention Center 228B
	224a	First-year Experience Courses Matter: Findings and Best Practice Sharing	Convention Center 124A
	236	Noncognitive Assessment: Measuring Learning in Student Affairs	Convention Center 131B
	238	Residential Life: What the United States and China Can Learn from Each Other	Convention Center 231C
	249	Values Alignment in Alcohol Prevention Strategies	Convention Center 221A


Equity, Diversity, and Inclusion

	#	Title	Room
	213	"Coming Out" Atheist: A New Developmental Framework	Convention Center 121B
	219	Cultural Appropriation vs. Cultural Appreciation	Convention Center 225B
	222	Diversity Advocates: Empowering Students in an Evolving World	Convention Center 229B
	224	Exploring Culture Shock: Retaining Men in Postsecondary Settings	Convention Center 131C
	234	Multiple Identity Dimensions of American Indian College Students	Convention Center 131A
	238	Residential Life: What the United States and China Can Learn from Each Other	Convention Center 231C
	243	Student Organizational Diversity and Leadership Development	Convention Center 132C
	247	The Gender Research Project: A Student Empowerment Program	Convention Center 226A
	248	Universal Design in Policy Development: A Paradigm Shift	Convention Center 126A

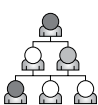
Ethical Professional Practice

	#	Title	Room
	220	Data Don't Lie: Leading Change Through Ethical Assessment	Convention Center 228B
	221	Defining Moments Define You: Reinforcing Your Ethical Foundation	Convention Center 228A
	227	Hazing Prevention: A Student-driven, Communitywide Initiative	Convention Center 226B

History, Philosophy, and Values


	#	Title	Room
	214	A Synergistic Approach: Igniting Faculty Partnerships	Convention Center 126B
	217	Can We All Get Along?: A Joint Fraternity and Sorority Council	Convention Center 128A
	245	Technology and Teaching Excellence	Convention Center 127C

Human and Organizational Resources


	#	Title	Room
	214	A Synergistic Approach: Igniting Faculty Partnerships	Convention Center 126B
	226	Growing Green: Cultivating Graduate Students Through Gardens	Convention Center 128B
	241	Staff Efficiency for the Millennial Generation	Convention Center 231B
	242	Starting from Scratch: A Recipe for Success	Convention Center 127B

4:00 p.m.–5:00 p.m.

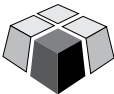
Law, Policy, and Governance

	#	Title	Room
	218	Creating and Maintaining an Emergency Call Center	Convention Center 222A
	239	Safety First: What To Do When a Student Threatens You	Convention Center 225A


Leadership

	#	Title	Room
	228	How Collaboration Enhances Leadership and Learning	Convention Center 125
	232	Legacy of Life for Healthy Transitions and Futures	Convention Center 121C
	237	Recipe for Sustainability Success: Collaboration and Learning	Convention Center 227A
	240	Spiritual Leadership: A Student–Leader Equanimity Study	Convention Center 222B
	242	Starting from Scratch: A Recipe for Success	Convention Center 127B
	243	Student Organizational Diversity and Leadership Development	Convention Center 132C

Personal Foundations

	#	Title	Room
	229	Igniting the Trainer: Inclusive Facilitation for Leadership	Convention Center 232B
	231	Leadership Lessons: From Backpacking to Student Affairs	Convention Center 132A
	233	Leverage Your Talent to Lead from the Middle	Convention Center 221B-C
	235	Navigating NASPA: An “Insider’s Guide” to the Association	Convention Center 124B

Student Learning and Development

	#	Title	Room
	213	“Coming Out” Atheist: A New Developmental Framework	Convention Center 121B
	222	Diversity Advocates: Empowering Students in an Evolving World	Convention Center 229B
	223	E-Mentoring: Bridging Involvement and Professional Development	Convention Center 126C
	226	Growing Green: Cultivating Graduate Students Through Gardens	Convention Center 128B
	228	How Collaboration Enhances Leadership and Learning	Convention Center 125
	230	Inkblots: A Student-to-Student Stress Management-based Film Series	Convention Center 231A
	232	Legacy of Life for Healthy Transitions and Futures	Convention Center 121C
	236	Noncognitive Assessment: Measuring Learning in Student Affairs	Convention Center 131B
	237	Recipe for Sustainability Success: Collaboration and Learning	Convention Center 227A
	240	Spiritual Leadership: A Student–Leader Equanimity Study	Convention Center 222B
	246	The Effects of Service-Learning on Millennial Students	Convention Center 122A
	247	The Gender Research Project: A Student Empowerment Program	Convention Center 226A
	248	Universal Design in Policy Development: A Paradigm Shift	Convention Center 126A

Monday, March 12

FEATURED SESSION

4:00 p.m. – 5:15 p.m.

212a The Changing Nature of Student Demonstrations

Convention Center 120AB

Tonantzin Oseguera, Assistant Dean of Students, University of California, Riverside

Robert Naples, Associate Vice Chancellor Student Affairs, University of California Los Angeles

Rameen Talesh, Assistant Vice Chancellor Student Affairs, University of California Irvine

Joe Virata, Director of Diversity Initiatives, University of California Riverside

Christina Gonzalez, Associate Dean of Students, University California Berkley

Harry LeGrande, Vice Chancellor of Student Affairs, University California Berkley

Griselda Castro, Assistant Vice Chancellor of Student Affairs, University California Davis

While student activism and demonstrations have always been a part of university life, this past year higher education experienced a new wave of student demonstrations; Occupy, Police Brutality, and Tuition Hikes. This panel aims to present different perspectives in working with students, approach to policies, best practices and reflection on student demonstrations. The panel is comprised of senior student affairs administrators, mid-level, and new professionals from University of California campuses to share insights and perspectives.

4:00 p.m. – 5:00 p.m.

213 "Coming Out" Atheist: A New Developmental Framework

Convention Center 121B

Sam Siner, Indiana University Bloomington

Almost one-quarter of college students identify as atheist. However, limited research exists related to how these students develop their atheist identity. This interactive presentation introduces the presenter's recently published literature review to reveal a new way to understand the unique developmental pathways of atheist students. In small groups, participants will discuss how the model can be put into practice and share best practices for working with atheist students.

214 A Synergistic Approach: Igniting Faculty Partnerships

Convention Center 126B

Lauren Cove, Southern Methodist University

Jeff Grim, Southern Methodist University

Erica Townsend, Washington University St. Louis

In recent years, student affairs has increasingly been challenged with collaborating and working across boundaries with faculty and academic affairs. Graduate students and new professionals arrive in positions without the necessary tools to cultivate and navigate these complex partnerships. This session is designed to help graduate students and new professionals create and sustain partnerships with faculty using multiple frameworks (historical, cultural, and organizational).

215 Analyzing the Concept of Student Loyalty in Persistence Research

Convention Center 226C

Jorg Vianden, University of Wisconsin-La Crosse

Ryan Bronkema, Bowling Green State University

Despite years of research on persistence and well-conceived institutional efforts to retain students, high attrition rates prevail. Developed by a team of German higher education researchers, the Relationship Quality-based Student Loyalty (RQSL) model measures student's loyalty to the institution by combining the constructs of perceived quality of teaching, trust in the institution's personnel, and students' commitment to the institution. This session presents the results of a recent administration of the RQSL instrument (for the first time in the United States) to a sample of undergraduate students in a large state system of postsecondary education. The effects of student loyalty on student intention to stay/leave will be presented and implications for college educators discussed. Attendees will learn about a new approach to and discuss best practices in retention.

216 Another Survey?!? Alternative Assessment Data Collection Methods

Convention Center 227B

Jen Meyers Pickard, University of Arizona

Linda Scheu, University of Arizona

Are 'assessment' and 'survey' synonyms in your mind? This session will dispel the myth that to conduct a credible assessment, you must have students complete a lengthy survey. Alternative data collection methods—including service numbers, interviews, observations, document analysis, and one-minute surveys—will be discussed, and examples from multiple student affairs functional areas will be shared.

217 Can We All Get Along?: A Joint Fraternity and Sorority Council

Convention Center 128A

Charles Nies, University of California, Merced

As a new university, our campus needed to examine if, when, and how it might approach Fraternity and Sorority Life. In an effort to create a cohesive Fraternity and Sorority experience, one unit council was created. Now, in the third year of installed chapters, tension around governance structures has created fissures in the joint council. Participants will have an opportunity to explore campus efforts, examine the common ground that exists with national and international governing bodies, and seek solutions to the potential barriers of a united council.

218 Creating and Maintaining an Emergency Call Center

Convention Center 222A

Martha Cooper, University of Illinois

Kenneth Ballom, University of Illinois

Emergency preparedness is as vital to a university campus as is a strong academic curriculum. The University of Illinois has developed an Emergency Call Center that has nearly 300 trained student affairs, academic affairs, and religious staff who are prepared to respond in the case of a campuswide emergency. This program examines the key factors in creating and maintaining an Emergency Call Center, addresses how to collaborate across organizational boundaries, and highlights leadership opportunities for student affairs professionals.

219 Cultural Appropriation vs. Cultural Appreciation

Convention Center 225B

Dalya Perez, The Evergreen State College

Norma Pino, The Evergreen State College

Participants will explore the fine line between cultural appropriation and appreciation, and discuss how to create more humane and respectful cross-cultural relationships. Participants will examine the roots and systemic history of cultural appropriation and analyze various examples of cultural appropriation that are common in pop culture. The session will explore the complexity of horizontal oppression and the impacts when marginalized groups appropriate and objectify their own or other groups' cultural practices or symbols.

220 Data Don't Lie: Leading Change Through Ethical Assessment

Convention Center 228B

Laura Brendon, *The Ohio State University*
D'Arcy Oaks, *The Ohio State University*

Student affairs professionals are involved in leading change. When ethical values or principles are used to ground assessment or research projects, the changes student affairs professionals implement are cogent, dynamic, and relevant to the needs of the students we serve.

221 Defining Moments Define You: Reinforcing Your Ethical Foundation

Convention Center 228A

Rabia Khan, *Loyola University Chicago*
Katie Rutkowski, *Loyola University Chicago*

Professional standards and ethical statements are merely words until we find ourselves in a defining moment that challenges our professionalism at its core. Despite the pressure to have all the right answers, new professionals may not feel fully prepared to confront the ethical dilemmas that come up in their work. Through case studies and discussion, participants will explore common ethical situations and learn the resources and tools available to help them strengthen the ethical foundation that ultimately defines them as professionals.

222 Diversity Advocates: Empowering Students in an Evolving World

Convention Center 229B

Jodi Stelley-Ceroky, *University at Buffalo SUNY*
Raymond FeDora, *University at Buffalo, SUNY*

As our nation becomes increasingly diverse, student affairs professionals must stay abreast of this change by challenging themselves to think of 'diversity' beyond race and ethnicity. How can professionals encourage students to be change agents on campus and in their communities? This session focuses on the University at Buffalo's Diversity Advocates Course and will discuss how by redefining diversity, integrating theory, and utilizing resources students can be empowered to become agents of change in an evolving world.

223 E-Mentoring: Bridging Involvement and Professional Development

Convention Center 126C

Carolyn Todaro, *American Public University System*

Amanda Wilson, *American Public University System*

Nicole Wolf, *American Public University System*

This presentation will outline the importance of offering an e-mentoring platform to aid in the social and professional development of students and alumni. Attendees will learn about American Public University and American Military University's Global Mentor Network, Hawkridge's stages of a typical mentoring relationship, and the developmental and social benefits for both mentors and mentees in each stage. Participants will also learn ways to engage students, enhance their overall experience, and keep them active as alumni.

224 Exploring Culture Shock: Retaining Men in Postsecondary Settings

Convention Center 131C

Darryl B. Holloman, *Columbus State University*

Darlena Jones, *Educational Benchmarking Inc.*

Institutions struggle to understand the retention issues faced by male college students. One aspect might be culture shock. This presentation reports results from a national research project that identifies symptoms of culture shock like homesickness, poor academic and social integration, and poor self-efficacy for male college students. In addition, a practitioner will discuss how one institution helps men from rural environments overcome culture shock through a peer mentoring program. Concrete examples and lessons learned will be discussed.

224a First-year Experience Courses Matter: Findings and Best Practice Sharing

Convention Center 124A

Joseph Levy, *Campus Labs*

Michael Christakis, *University at Albany*

Marcos Rivera, *Cuyahoga Community College*

Abby Conen, *St. Bonaventure University*

This session explores results from a 2010 NASPA Assessment & Knowledge Consortium study examining outcomes from students participating in first-year experience courses. Data from over 87 institutions will be reviewed to identify the benefits of participation, including differences in outcomes across ethnicity cohorts. As perspectives from participating campuses are shared, attendees will be encouraged to interact and contribute to the dialogue. Recommendations and implications for the data and first-year programming will also be discussed.

225 Grow Your Own Leaders: Community College Leadership Development

Convention Center 222C

Larry Ebberts, *Iowa State University*

Michelle Robinson, *Iowa State University*

Community colleges across the nation are facing a leadership crisis. Studies report 84 percent of community college presidents will retire by 2016. Consequently, there is a lack of leadership in the community college pipeline. Presidential Leadership and the experiences of middle managers were examined through a series of studies. The Community College Leadership Program in the Department of Educational Leadership and Policy Studies at Iowa State University consists of two program areas and one research component. This session will focus on a Grow Your Own Leader (GYOL) model of the Community College Leadership Academy.

226 Growing Green: Cultivating Graduate Students Through Gardens

Convention Center 128B

Erin Stamile, *Baylor University*

As the sustainability movement grows, universities are creating initiatives to support 'going green.' Baylor University's graduate students are collaborating across organizational boundaries to create opportunities for leadership and social change through a community garden. This program will actively share the vision and strategies necessary to create essential partnerships that involve undergraduates, graduate students, and administrators in producing a greener campus and community, while nurturing student growth and development.

227 Hazing Prevention: A Student-driven, Communitywide Initiative

Convention Center 226B

Shannon Finning, *Babson College*

Garek Berard, *Babson College*

Hazing prevention is a priority for many staff members in student affairs divisions; however, efforts are rarely inclusive of all members of the community or driven by students. In spring 2011, initial conversations about hazing resulted in the formation of the Hazing Prevention Task Force at Babson College. The presenters will share how individuals were identified for inclusion in initial conversations, how the conversations evolved into the formation of the task force, and how student-led efforts have allowed this initiative to grow and flourish into one where the entire community embraces the concept that 'Babson's No Place for Hazing.' Participants will have an opportunity to engage in planning exercises and discussions to determine how this type of effort could work on their campuses.



228 How Collaboration Enhances Leadership and Learning

Convention Center 125

John Gradel, *Bowling Green State University*

Sherry Early, *Bowling Green State University*

Jeffrey Kegolis, *Bowling Green State University*

There are so many leadership programs that students can get involved in on campus. Students often wonder 'What is the difference?' or 'What will I get out of it?' Find out how to create a more comprehensive leadership program on any type of budget, use new technology to enhance the learning in your program, and effectively market your program to a variety of students.

229 Igniting the Trainer: Inclusive Facilitation for Leadership

Convention Center 232B

Connie Tingson-Gatuz, *Madonna University*

Nick Sakurai, *University of Maryland, College Park*

How do higher education professionals foster inclusive learning and leadership development through facilitated discussions, workshops, or trainings? Rarely are we given opportunities to reflect on our effectiveness and impact as trainers and facilitators in a safe space. Yet educating for leadership and social responsibility often depends on our abilities to create teachable moments. This session will provide an opportunity to reflect and share to improve these critical skills. Drawing on the work of scholars focused on participatory and experiential learning methodologies, participants will assess their personal facilitation style and skills, while learning new strategies to expand their facilitation toolkit.

230 Inkblots: A Student-to-Student Stress Management-based Film Series

Convention Center 231A

Blake Wagner Jr., *The Ohio State University*

Blake Wagner III, *The Ohio State University*

Research regarding levels of stress reported by college students points to a pressing need for primary and secondary prevention initiatives. However, engaging students in traditional venues such as health fairs, educational forums, and support groups is notoriously difficult. In this case study, a stress management program was developed based on focus group surveys of what students actually wanted, needed, and were willing to use. The result was a hip, 'student-to-student' film series distributed to all students via video links for anytime/anywhere access. Evaluation of student utilization and reported attitude and behavior change were extremely promising.

231 Leadership Lessons: From Backpacking to Student Affairs

Convention Center 132A

Camille Consolvo, *Eastern Oregon University*

Colleen Dunne-Cascio, *Eastern Oregon University*

Dan Stypa, *University of South Florida*

Based on ten lessons learned from a backpacking trip gone awry, presenters will reflect on their views about leadership and change as they apply to work in student affairs. Participants will have an opportunity to discuss their personal motivation for engaging in leadership and how to advance and respond to change through teamwork. They'll also learn strategies for leading change, and gain an understanding of how one's values guide decisions in times of uncertainty.

232 Legacy of Life for Healthy Transitions and Futures

Convention Center 121C

David Anderson, *George Mason University*

Inspiring students to take greater responsibility regarding their health and wellness choices remains an ongoing challenge. One strategy used successfully with students is attention to 'legacy development,' 'maximizing potential,' and 'life health planning.' This session describes how to build a proactive approach for student-centered learning, with minimal resources yet broad commitment. While designed as a way of reducing drug/alcohol abuse through addressing root causes, the COMPASS: A Roadmap to Healthy Living web-based approach addresses 31 life health themes. This session identifies strategies for adapting or building this approach and includes replication materials for all participants. Participants will also be engaged with personal applications of legacy development for their own lives.

233 Leverage Your Talent to Lead from the Middle

Convention Center 221B-C

Mary Kay Carodine, *University of Florida*

Leslie Pendleton, *University of Florida*

Mid-managers have several opportunities and tensions to effectively lead their organization and institution. Mid-managers impact their staff, students, colleagues, senior student affairs officer, president, and alumni. Learn how to effectively align your strengths and talents to juggle the many roles and constituents. Consider your career trajectory for ongoing engagement, well-being, and satisfaction. Participants will leave with action steps for self-assessment, professional development, further education, coaching, and career planning.

234 Multiple Identity Dimensions of American Indian College Students

Convention Center 131A

Ruth Harper, *South Dakota State University*

Kathleen Fitzgerald-Ellis, *South Dakota State University*

This session reports the results of research that extends Abes & Jones (2004) exploration of multiple aspects of identity to American Indian college students. Through in-depth personal interviews, Native students at a predominantly White campus discuss how campus life impacts the ways they experience various aspects of self at college. The role of meaning making in self-perception and identity development is examined. Implications for student affairs professionals who seek to increase Native student success are presented.

235 Navigating NASPA: An "Insider's Guide" to the Association

Convention Center 124B

Sherry Mallory, *Western Washington University*

Judy Albin, *Penn State University*

Evette Castillo Clark, *Tulane University*

Joseph DeSanto Jones, *NASPA*

Danielle Howard, *University of Miami*

Christopher Lewis, *Thomas M. Cooley Law School*

Barb Snyder, *University of Utah*

New to NASPA? Interested in getting involved but not sure where to start? In this interactive session, participants will have a chance to learn the 'inside scoop' on NASPA from a panel of current and former NASPA leaders, including the National Director of Knowledge Communities and the National Volunteer Coordinator. Topics covered will include who's who in NASPA, how the association is structured, common acronyms, opportunities for involvement, the benefits of involvement, and more.

236 Noncognitive Assessment: Measuring Learning in Student Affairs

Convention Center 131B

Ross Markle, *Educational Testing Service*

The need to measure our impact on students has never been greater, but the tools we use are often insufficient. This session presents noncognitive assessment—the measurement of skills such as motivation, teamwork, and goal setting—to a student affairs audience. Although many have written learning outcomes, most don't know how to develop good assessments of those outcomes. This session will provide guidelines and examples for how to develop assessments, as well as discuss opportunities for collaborating on existing assessments.

237 Recipe for Sustainability Success: Collaboration and Learning

Convention Center 227A

Elena Dulys-Nusbaum, Virginia Tech

Creating solutions for the world's environmental issues is one of the greatest challenges for today's value-driven universities. From the ground up, Virginia Tech's (VT's) Dining Services has taken on a grassroots approach to becoming more sustainable. Among VT Dining Services' successes are: growing three acres of organically managed produce, purchasing and serving local food, reducing and recycling waste, and educating students during and after implementation. This program reviews the intensive collaboration necessary to bring about these gains between faculty, staff, students, and researchers for an interactive overview of VT Dining's 'recipe for sustainability success.'

238 Residential Life: What the United States and China Can Learn from Each Other

Convention Center 231C

Samantha Neugebauer, Educational Housing Services

Rong Lotus Wang, University of Pennsylvania

This session features two new professionals in the field (one from America and one from China) who worked together at the University of Pennsylvania's Graduate Halls, a two-building complex of 1,100 students in which half are international students. In 2011, they traveled together to China and visited three Chinese universities to inquire about their Residential Life practices. This session explores what they learned in China, their work at Penn, and information from three student surveys at Penn's graduate halls.

239 Safety First: What To Do When a Student Threatens You

Convention Center 225A

Donna Barry, Montclair State University

Paul Cell, Montclair State University

Personal safety is an area of concern for all members of our campus communities, especially student affairs administrators who interact daily with individuals to discuss difficult topics (i.e., conduct violations and poor academic performance). The outcome of these encounters can be unpredictable and potentially violent, placing administrators at risk for personal safety. This workshop will discuss warning signs, risk reduction strategies, and simple self-defense tips that can be used to de-escalate situations and reduce vulnerability when someone becomes verbally or physically threatening.



240 Spiritual Leadership: A Student-Leader Equanimity Study

Convention Center 222B

Dave Rozeboom, St. Edward's University

David Blair, St. Edward's University

Claudia Carroll, St. Edward's University

Nick Phelps, St. Edward's University

Tom Sullivan, St. Edward's University

Do leadership opportunities help students develop their spirituality, and in particular, equanimity (defined as the extent to which a student finds meaning in times of hardship, feels at peace or is centered, sees each day as a gift, and feels good about the direction of his or her life)? Equanimity impacts a student's well-being, grades, leadership and satisfaction with college. Our study results can help to impact programming, leadership development, retention, and overall student success in college.



241 Staff Efficiency for the Millennial Generation

Convention Center 231B

Cassandra Chapel, The George Washington University

Justina DeMott, The George Washington University

Colby Moss, The George Washington University

Effective use of technology in student affairs is necessary to address both limitations of competing priorities and limited time allocation of personnel, as well as to provide our students with the skills necessary for success in a rapidly changing, tech-savvy world. In this session, the presenters will examine how utilizing Google sites as a centralized staff resource provided an opportunity for community directors and house staff at The George Washington University to more efficiently promote staff member autonomy, enforce accountability for responsibilities of the staff member role, and develop an organizational method that allows for cohesion among administrators and students of the millennial generation.

242 Starting from Scratch: A Recipe for Success

Convention Center 127B

Barbara Gossett, Stevens Institute of Technology

Jared Hoffmann, Stevens Institute of Technology

Participants will develop strategic plans to create a student life community from the ground up. This program will help individuals who are often one-person offices with limited resources that are tasked with addressing numerous areas of a student's college experience. Ideas for short- and long-term solutions, including issues regarding diverse populations, will be discussed. Case studies of developing new graduate student communities will be addressed in an interactive format.

243 Student Organizational Diversity and Leadership Development

Convention Center 132C

Daniel Jenkins, University of South Florida

The steady increase of racial and ethnic diversity in public universities has provided student leaders with many challenges, yet little is known about the effects of racial and ethnic diversity on their leadership development. To address this gap in the research, 587 undergraduate student leaders were surveyed on their leadership roles and skills, exposure to ethnic and racial diversity on their campus (specifically in student organizations), and the perceived influence of racial and ethnic diversity on their leadership skills. Findings from this study suggest a positive relationship between membership in a diverse student organization and the development of leadership skills. Through presentation of study findings, interactive audience participation, and the sharing of practices and experiences, it will demonstrate how student affairs professionals can implement and encourage similar development on their campuses.

245 Technology and Teaching Excellence

Convention Center 127C

Lori Reesor, University of North Dakota

Marilyn Amey, Michigan State University

Philip Burlingame, Penn State University

Florence Hamrick, Rutgers, The State University of New Jersey

John Lowery, Indiana University of Pennsylvania

Sponsored by the Faculty Fellows, this program session is targeted toward instructors who are interested in learning more about how to increase the use of technology in the classroom. Topics discussed will include online and distance learning, integration of social media, and enhancing virtual classroom participation and discussions. Program participants will be encouraged to share their own strategies, ideas, and questions.

246 The Effects of Service-Learning on Millennial Students

Convention Center 122A

Roger Wessel, *Ball State University*

Kathy Smith, *Ball State University*

Service-learning gained prominence as a legitimate academic pedagogy in the 1990s. Through intensive service experiences, students develop a greater understanding of themselves, connect with course material, and develop a commitment to serve their communities postgraduation. Research conducted in the 1990s confirmed that students completing service-learning courses responded positively in these areas. This session will discuss a recent study designed to assess the effects of service-learning on contemporary millennial students.



247 The Gender Research Project: A Student Empowerment Program

Convention Center 226A

Christine Hernandez, *George Mason University*

The Gender Research Project was a multimethod study of gender issues on campus, conducted over a five-year period beginning in fall 2007. Through campus partnerships, students interviewed dozens of student life offices and evaluated programs on campus as they relate to gender and other sectors of campus climate. This session will highlight the impact that this project has had at the institution and how it affected student personal and academic development.

248 Universal Design in Policy Development: A Paradigm Shift

Convention Center 126A

Melanie Thompson, *Northern Illinois University*

Kimberly Tanner, *Valdosta State University*

This interactive presentation will provide participants an opportunity to analyze the application of Universal Design (UD) to policy development in higher education. Through case study, analysis, and dialogue, participants will broaden their understanding of the potential role of a UD framework to policy development, define the importance of inclusive design in higher education, and delineate strengths and challenges of applying a UD framework in policy development.

249 Values Alignment in Alcohol Prevention Strategies

Convention Center 221A

George Clay, *Clemson University*

Results of a study that examined the drinking-related values that may support changing campus drinking cultures will be discussed in terms of strategic alignment within comprehensive alcohol prevention strategies. Attendees will have the opportunity to discuss how to activate and support socially responsible drinking values in student populations in order to enhance the effectiveness of comprehensive alcohol prevention strategies.



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Tuesday Schedule





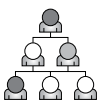

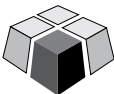

6:30 a.m.—11:45 p.m.	7:45 a.m.—8:30 a.m.	9:00 a.m.—11:00 a.m.
First-timers Lounge <i>Sheraton North Mountain</i>	Indigenous Peoples Knowledge Community Business Meeting (open) <i>Hyatt Curtis (A-B)</i>	Exhibit Hall <i>Convention Center Hall AB</i>
7:00 a.m.—6:00 p.m.	8:00 a.m.—5:30 p.m.	9:00 a.m.—10:30 a.m.
Cyber Café <i>Convention Center Hall AB Foyer</i>	Hospitality <i>Convention Center North Entrance Foyer</i>	Men and Masculinities Knowledge Community Open Business Meeting <i>Sheraton Ahwatukee (B)</i>
7:00 a.m.—8:30 a.m.	8:00 a.m.—5:00 p.m.	9:00 a.m.—10:15 a.m.
NASPA Graduate Associate Program (GAP) Breakfast (by invitation) <i>Sheraton Estrella</i>	NASPA Bookstore <i>Convention Center 221 Foyer</i>	New Professionals & Graduate Students Conference Consortium <i>Sheraton Laveen (A)</i>
Professional Standards Division Meeting <i>Hyatt NASPA President Suite #747</i>	SSAO Lounge <i>Convention Center 121A</i>	9:00 a.m.—10:00 a.m.
7:00 a.m.—8:00 a.m.	8:00 a.m.—2:00 p.m.	Latino/a Knowledge Community General Assembly <i>Sheraton Ahwatukee (A)</i>
Vinyasa Power Hour Yoga <i>Hyatt Ellis West</i>	NASPA Foundation Silent Auction <i>Convention Center 222 Foyer</i>	9:15 a.m.—11:15 a.m.
Zumba Fitness Class <i>Sheraton Deer Valley</i>	8:00 a.m.—12:00 p.m.	Ethics Taskforce Meeting <i>Hyatt Cassidy</i>
LBTQ Women Breakfast <i>Sheraton Ahwatukee (A)</i>	Onsite Registration and Check-in <i>Convention Center 223 Foyer</i>	9:30 a.m.—10:15 a.m.
Spirituality and Religion in Higher Education Breakfast Meeting <i>Sheraton Laveen (A)</i>	8:00 a.m.—11:00 a.m.	Exhibit Hall Coffee Break <i>Convention Center Hall AB</i>
7:15 a.m.—8:15 a.m.	Exhibitor Registration and Check-in <i>Convention Center Hall A-B</i>	Veterans Knowledge Community Leadership Meeting <i>Sheraton Maryvale (B)</i>
Roundtable Sessions <i>Convention Center</i>	8:00 a.m.—9:00 a.m.	10:00 a.m.—2:00 p.m.
Intersections of Identity and Multiple Identities Discussion (open) <i>Sheraton Laveen (B)</i>	Assessment, Evaluation, and Research Knowledge Community Meeting (open) <i>Sheraton Cave Creek</i>	Tunnel of Oppression (tours begin on the hour) <i>Sheraton Valley of the Sun (A-B)</i>
7:30 a.m.—9:00 a.m.	8:30 a.m.—12:00 p.m.	10:15 a.m.—11:30 a.m.
Regional Knowledge Community Representative Meeting <i>Sheraton Encantanto (B)</i>	Poster Session Presenters Available <i>Convention Center 224AB</i>	Featured Speaker – Trish Downing <i>Convention Center 120AB</i>
Small Colleges and Universities Division Meeting <i>Hyatt Borien (A-B)</i>	8:30 a.m.—10:00 a.m.	10:15 a.m.—11:15 a.m.
Small Colleges and Universities Institute Planning Meeting <i>Hyatt Board Room</i>	Fraternity and Sorority Knowledge Community Business Meeting (open) <i>Sheraton South Mountain</i>	Educational Sessions <i>Convention Center</i>
Women in Student Affairs Knowledge Community Leadership Team Breakfast Meeting (by invitation) <i>Off site</i>	8:30 a.m.—9:45 a.m.	10:15 a.m.—11:00 a.m.
7:30 a.m.—8:45 a.m.	Featured Educational Session <i>Convention Center 120AB</i>	Technology “Un”session <i>Convention Center 229A</i>
Public Policy Breakfast Briefing <i>Convention Center 124B</i>	Minority Serving Institutes Advisory Board Meeting <i>Hyatt Borien (A)</i>	11:00 a.m.—12:15 p.m.
	8:30 a.m.—9:30 a.m.	Student Affairs Development and External Relations Knowledge Community Meeting <i>Sheraton Laveen (A)</i>
	Educational Sessions <i>Convention Center</i>	11:00 a.m.—11:45 a.m.
	Veterans Knowledge Community Business Meeting <i>Sheraton Maryvale (B)</i>	NASPA President’s Reception for Award Recipients (by invitation) <i>Sheraton Camelback (A)</i>

12:00 p.m.—1:30 p.m.
NASPA Annual Awards Luncheon <i>Sheraton Valley of the Sun (C-E)</i>
12:45 p.m.—1:45 p.m.
Educational Sessions <i>Convention Center</i>
1:45 p.m.—2:30 p.m.
Technology “Un”session <i>Convention Center 229A</i>
2:00 p.m.—2:45 p.m.
Regional Awards Coordinator Meeting <i>Sheraton Coronado</i>
2:00 p.m.—3:00 p.m.
Educational Sessions
10:00 a.m.—2:00 p.m.
Tunnel of Oppression Information Session <i>Sheraton Valley of the Sun (A-B)</i>
3:00 p.m.—4:30 p.m.
Women in Student Affairs Knowledge Community Meeting (open) <i>Hyatt Ellis</i>
3:15 p.m.—4:15 p.m.
Educational Sessions <i>Convention Center</i>
3:00 p.m.—4:15 p.m.
New Professionals & Graduate Students Conference Consortium <i>Sheraton Laveen (A)</i>
3:00 p.m.—4:00 p.m.
Excellence Awards Coordinators Meeting <i>Sheraton Coronado</i>
3:00 p.m.—3:45 p.m.
Technology “Un”session <i>Convention Center 229A</i>
3:15 p.m.—4:30 p.m.
Featured Educational Session <i>Convention Center 120AB</i>
NUFP Wrap-up Session <i>Hyatt Cassidy</i>
4:00 p.m.—5:30 p.m.
Men and Masculinities Knowledge Community Awards and Scholar Address (open) <i>Hyatt Boriend (A-B)</i>
4:00 p.m.—5:00 p.m.
Knowledge Community Meeting (open) <i>Hyatt Sundance</i>
4:45 p.m.—5:45 p.m.
NASPA Annual Business Meeting <i>Convention Center 125</i>

5:00 p.m.—6:30 p.m.
African American Knowledge Community Business Meeting (open) <i>Sheraton Valley of the Sun (E)</i>
Gay, Lesbian, Bisexual & Transgender Issues Knowledge Community Meeting <i>Sheraton Valley of the Sun (D)</i>
SAPAA Knowledge Community Business Meeting (open) <i>Sheraton Encantanto</i>
5:00 p.m.—6:00 p.m.
Administrators in Graduate and Professional Student Services Knowledge Community Business Meeting <i>Sheraton Laveen (A)</i>
6:00 p.m.—7:00 p.m.
Vinyasa Power Hour Yoga <i>Sheraton Maryvale (B)</i>
6:00 p.m.—8:30 p.m.
Women of Color Dinner Social and Discussion (By Invitation) <i>Off-site</i>
7:00 p.m.—9:00 p.m.
North Carolina State University Alumni and Friends Social <i>Sheraton Ahwatukee (A)</i>
Old Dominion University Alumni and Friends Reception <i>Sheraton Camelback (A)</i>
State of North Dakota Reception <i>Hyatt Borien (A)</i>
The Ohio State University Alumni and Friends Reception hosted by the Vice President for Student Life <i>Sheraton Ahwatukee (B)</i>
7:00 p.m.—8:30 p.m.
Azusa Pacific University Alumni and Friends Reception <i>Sheraton Cave Creek</i>
Canadian Student Affairs Professionals Social/Canadian Association of College and University Student Services <i>Hyatt Curtis (B)</i>
Florida International University Reception <i>Sheraton Paradise Valley</i>
Friends of Texas A&M University Reception <i>Sheraton Laveen (A)</i>
Friends of the University of Alabama and Auburn University Reception <i>Sheraton Deer Valley</i>
Friends of the University of Southern California Reception <i>Sheraton Laveen (B)</i>

Hazing Prevention Innovation Awards Reception <i>Hyatt Borien (B)</i>
Students, Alumni, and Friends of Bowling Green State University <i>Sheraton Encantanto (B)</i>
Loyola University Chicago Reception <i>Sheraton Camelback (B)</i>
The George Washington University Higher Education Administration Program Reception <i>Sheraton Desert Sky</i>
The Vermont Connection (TVC) Reception <i>Hyatt Ellis West</i>
University of Arkansas Reception <i>Sheraton Estrella</i>
Vanderbilt University Reception <i>Sheraton South Mountain</i>
Western Illinois University Student Services Alumni and Friends Social <i>Sheraton Maryvale (A)</i>
7:00 p.m.—8:00 p.m.
Latino/a Knowledge Community Mena-Valdez Awards Reception <i>Hyatt Curtis (A)</i>
7:30 p.m.—9:30 p.m.
Joint Social – Student Affairs Partnering with Academic Affairs, Student Leadership Programs, and Sustainability Knowledge Communities (open) <i>Off site: 1130 The Restaurant at Arizona Center</i>
7:30 p.m.—9:00 p.m.
New Professionals & Graduate Students Knowledge Community Reception <i>Hyatt Cassidy</i>
8:00 p.m.—9:00 p.m.
Candlelight Vigil for Social Justice and Change <i>3rd Street (immediately outside Convention Center North Entrance)</i>
8:00 p.m.—9:30 p.m.
RU ReUnited <i>Sheraton Maryvale (B)</i>
9:00 p.m.—1:00 a.m.
NASPA Talent Show and Dance Party <i>Sheraton Phoenix (A-C)</i>
9:30 p.m.—10:30 p.m.
National Orientation Directors Association Reception <i>Hyatt Curtis (A)</i>

7:30–8:30 a.m.

Advising and Helping			
	#	Title	Room
	252	Engaging Leaders in Athletics and Student Affairs as Partners	Convention Center 126B
Assessment, Evaluation, and Research			
	#	Title	Room
	259	What is Student Success, and How Do We Measure It?	Convention Center 126A
Equity, Diversity, and Inclusion			
	#	Title	Room
	255	Leadership in a Globalized World: What Should Our Students Know?	Convention Center 121C
	257	The Rising Hispanic Population: Will They Make It to College?	Convention Center 122A
History, Philosophy, and Values			
	#	Title	Room
	251	Do We Develop Students, Promote Learning, or Serve Customers?	Convention Center 126C
	258	Volunteerism or Activism? On the Politics of Service Learning	Convention Center 121B
Human and Organizational Resources			
	#	Title	Room
	250	Academic Entrepreneurship: Synergizing Student Affairs	Convention Center 128A
Leadership			
	#	Title	Room
	250	Academic Entrepreneurship: Synergizing Student Affairs	Convention Center 128A
	252	Engaging Leaders in Athletics and Student Affairs as Partners	Convention Center 126B
	254	Influencing the Future: How to Institute Fundraising Practices	Convention Center 128B
	255	Leadership in a Globalized World: What Should Our Students Know?	Convention Center 121C
Personal Foundations			
	#	Title	Room
	253	Igniting a Healthier NASPA: Are We Doing Well at Being Well?	Convention Center 127C
Student Learning and Development			
	#	Title	Room
	251	Do We Develop Students, Promote Learning, or Serve Customers?	Convention Center 126C
	257	The Rising Hispanic Population: Will They Make It to College?	Convention Center 122A
	259	What is Student Success, and How Do We Measure It?	Convention Center 126A

Tuesday, March 13

ROUNDTABLE SESSIONS
7:30 a.m.–8:30 a.m.

250 Academic Entrepreneurship: Synergizing Student Affairs

Convention Center 128A

Kristen Emery Willmott, *University of Rochester*

Successful, influential leaders in today's collaborative world of academia must become academic entrepreneurs as they navigate the modern marriage of institutional and corporate culture. This session utilizes case study information on the lived experiences of four student affairs professionals at an ivy-league university in the United States. Best practices for student affairs professionals concerning academic entrepreneurship, the modern influence of academic capitalism, and authentic leadership will be explored.

251 Do We Develop Students, Promote Learning, or Serve Customers?

Convention Center 126C

Terry Mena, *Florida Atlantic University*

Joanna Ellwood, *Florida Atlantic University*

Corey King, *Florida Atlantic University*

The student affairs profession has seen a shift from treating students as learners to serving them as customers. These values are antithetical to the learning process and damaging to the fundamental purposes of higher education institutions. The practices associated with using a business model in the context of higher education become even more complicated when applied to the field of student affairs. This roundtable will provide a venue for participants to discuss and distinguish student affairs work from corporation/business model.

252 Engaging Leaders in Athletics and Student Affairs as Partners

Convention Center 126B

Cari Klecka, *National Collegiate Athletic Association*

Doug Everhart, *University of California-Irvine*

Mary Wilfert, *National Collegiate Athletic Association*

This session will provide a forum for active discussion to map out issues, challenges, and possibilities for developing mutually beneficial relationships among administrators (and programs) in athletics and student affairs. The purpose is to engage leaders to move beyond traditional independent models toward a truly collaborative approach to fostering and supporting a positive campus community environment for all students.

253 Igniting a Healthier NASPA: Are We Doing Well at Being Well?

Convention Center 127C

Christina Davis, *Princeton University*

Julie Leos, *University of Michigan*

Student affairs professionals are intrinsically driven to do great work. There is a passion for the vocation that manifests itself in positive impacts on students, mentees, and an ever-changing profession. Often, there is an unconscious hypocrisy present; as professionals, we guide students toward a consciousness of well being with programs and personal interactions, but we are often unable to embrace the same mindfulness in our own lives. This roundtable is intended to bring to the surface the topic of student affairs professionals committing to a healthier and more mindful lifestyle, specifically highlighting how to develop models of support, both at the institutional level and nationally.

254 Influencing the Future: How to Institute Fundraising Practices

Convention Center 128B

Darrell Ray, *Louisiana State University*

Peggy Boyles, *University of Arkansas*

Decreased access to resources requires student affairs to become more aggressive in fundraising and development approaches. This places new pressures and expectations on professionals, who may not have had training or coursework in development. This roundtable will focus on providing professionals with a basic framework for integrating development practices in their work. Participants will gain information on how to develop fundraising efforts based on their area of responsibility. Additionally, the presenters will share information on national resources for continuing education and learning.

255 Leadership in a Globalized World: What Should Our Students Know?

Convention Center 121C

Noel Wall, *The Citadel*

The world our students will enter upon graduation is becoming increasingly globalized, requiring specific skills to be successful. One of the skills student affairs practitioners continually discuss is leadership, but what exactly does it mean for students to develop leadership skills in a global society? This roundtable session will give participants a chance to discuss how to integrate the ideals of a shrinking world into leadership development programs that will benefit today's students.

257 The Rising Hispanic Population: Will They Make It to College?

Convention Center 122A

Ladanya Ramirez Surmeier, *Florida State University*

Juan Guardia, *Florida State University*

Miguel Hernandez, *University of Georgia*

Celestina Torres, *University of New Mexico*

The 2010 census found that Hispanics accounted for more than half of the growth in the United States over the last decade. The Hispanic population is not only a large portion of the United States, it also is young—one in four children in the United States are Hispanic. As higher education administrators, it is vital that we understand the population we serve and the changing faces of our students.

258 Volunteerism or Activism? On the Politics of Service Learning

Convention Center 121B

Corrie Martin, *University of the Pacific*

Marianne Magjuka, *Wake Forest University*

The working group on Service Learning and Civic Engagement (an affiliate of the Student Affairs Partnering with Academic Affairs Knowledge Community) is hosting a roundtable discussion to promote dialogue about the relationship between service learning practice; pedagogy and theory; and the very real political, social, ideological, and economic struggles that are at the foundation of the issues addressed in service learning projects.

259 What is Student Success, and How Do We Measure It?

Convention Center 126A

Lance Kennedy-Phillips, *The Ohio State University*

What is student success? This interactive roundtable will discuss this emerging, and sometimes ambiguous, concept in higher education. How does measuring student success impact the field of student affairs assessment? How do we communicate student success to various stakeholders? These questions and many more will be explored during this roundtable discussion.



Your Students Are Counting On You Reach Them When And Where They Need You The Most

NASPA and AUCCCD introduce CU Thrive, a program built specifically for college students to help them explore, understand, and share their unique experiences. New relationships, new living environments, new pressures, and new expectations all contribute to the challenges students face every day. The CU Thrive program was developed to target these specific issues and to help students work through them, by providing the knowledge, skills, community, and connection they need to cope.



LAUNCHING FALL 2012

► Website

A dynamic and flexible Web space filled with the resiliency-boosting resources that have a meaningful impact on life and daily living

► Social Media

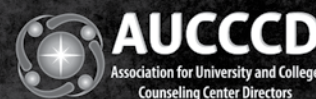
A unique communications technology that seamlessly integrates with the social networks and communications platforms students already use each and every day

► Support

A program that combines guidance from veteran academic and counseling center professionals with peer-to-peer interactions to help students overcome the unique issues they face on and off campus


For more information about NASPA's CU Thrive program:
Kevin Kruger - Associate Executive Director - 202.719.1168 - kkruger@naspa.org

CU THRIVE
College & University Thrive




8:30 a.m.–9:30 a.m.


Advising and Helping

	#	Title	Room
	270	Ignite Leadership by Understanding Parents of College Students	Convention Center 128A
	271	Igniting Activism: Refocusing the Millennial Student Government	Convention Center 132B
	288	The Changing Face of Counseling Centers	Convention Center 232C
	290	Today's College Students: Millennials or Emerging Adults?	Convention Center 128B
	295	Working With Students Affected by Autism Spectrum Disorders	Convention Center 131A


Assessment, Evaluation, and Research

	#	Title	Room
	260	Achievable Assessment: Using Evidence to Influence Change	Convention Center 127C
	265	Developing Programs to Enhance Civic Literacy and Engagement	Convention Center 127A
	268	Global Learning Outcomes in Higher Education	Convention Center 225B
	269	Identify Success: Create Possibilities for Commuter Students	Convention Center 131B
	277a	NASPA Research and Scholarship Agenda for the Student Affairs Profession	Convention Center 127B
	284	Researching New Students' Skills and Attitudes Toward Success	Convention Center 226A
	285	Student Employment is More Than Making Copies	Convention Center 222C
	286	Student Success: Linking Involvement With Social Integration	Convention Center 126A
	294	Welcoming Home Student Veterans: A Supported Education Model	Convention Center 232B

Equity, Diversity, and Inclusion

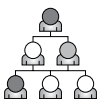
	#	Title	Room
	263	Collegetown Diversity and Leadership Programming	Convention Center 229B
	268	Global Learning Outcomes in Higher Education	Convention Center 225B
	273	I'm Not in the LGBT Club: Engaging More LGBT Students on Campus	Convention Center 222B
	274	In the Thick of It: The Connection Between Weight and Gender Bias	Convention Center 222A
	276	Mentoring, Masculinities, and Graduation Efficacy: The UMI Model	Convention Center 132C
	278	Online Accessibility: What Higher Education Must Understand	Convention Center 231B
	280	Overcoming Cultural Barriers to Serving Racially Diverse Students	Convention Center 121C
	283	Reframing Online Microaggressions Through Reflective Judgment	Convention Center 227A
	287	Supporting the Dreams of Undocumented Students	Convention Center 228A
	291	Transgender 101: Understanding a Growing Campus Population	Convention Center 122A
	292	Transgender People on Campus: Gender-friendly Language and Policy	Convention Center 227B
	295	Working With Students Affected by Autism Spectrum Disorders	Convention Center 131A

History, Philosophy, and Values


	#	Title	Room
	270	Ignite Leadership by Understanding Parents of College Students	Convention Center 128A
	271	Igniting Activism: Refocusing the Millennial Student Government	Convention Center 132B
	289	Threat Intervention: A Campus Journey in Collaborative Leadership	Convention Center 225A

8:30 a.m.–9:30 a.m.


Human and Organizational Resources

	#	Title	Room
	261	Addressing Off-campus Behavior Through Community Engagement	Convention Center 228B
	264	Developing and Sustaining Joy in Your Career	Convention Center 231A
	266	Exercising Leadership in a Complex and Changing World	Convention Center 125
	272	Igniting the Light Within: Transforming a Reflective Community	Convention Center 131C

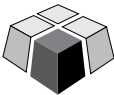
Law, Policy, and Governance

	#	Title	Room
	287	Supporting the Dreams of Undocumented Students	Convention Center 228A
	289	Threat Intervention: A Campus Journey in Collaborative Leadership	Convention Center 225A
	292	Transgender People on Campus: Gender-friendly Language and Policy	Convention Center 227B


Leadership

	#	Title	Room
	266	Exercising Leadership in a Complex and Changing World	Convention Center 125
	277	More Than Just a Member: How to Maximize Your Involvement	Convention Center 126B
	278	Online Accessibility: What Higher Education Must Understand	Convention Center 231B
	279	Overcome the Obstacle: Developing a Curricular Leadership Program	Convention Center 232A
	285	Student Employment is More Than Making Copies	Convention Center 222C

Personal Foundations

	#	Title	Room
	264	Developing and Sustaining Joy in Your Career	Convention Center 231A
	277	More Than Just a Member: How to Maximize Your Involvement	Convention Center 126B
	284a	Setting a Personal Foundation for Influencing Change	Convention Center 221A

Student Learning and Development

	#	Title	Room
	261	Addressing Off-campus Behavior Through Community Engagement	Convention Center 228B
	262	"But I Don't Feel Like an Adult": Reconsidering Adulthood	Convention Center 226C
	265	Developing Programs to Enhance Civic Literacy and Engagement	Convention Center 127A
	267	Factors Affecting Peer Tutoring Programs in Higher Education	Convention Center 221B-C
	273	I'm Not in the LGBT Club: Engaging More LGBT Students on Campus	Convention Center 222B
	279	Overcome the Obstacle: Developing a Curricular Leadership Program	Convention Center 232A
	281	Picturing Learning: Social Learning During Study Abroad	Convention Center 231C
	282	Protecting Our Future—Securing the Student Body	Convention Center 226B
	283	Reframing Online Microaggressions Through Reflective Judgment	Convention Center 227A
	290	Today's College Students: Millennials or Emerging Adults?	Convention Center 128B
	293	Utilizing Faith-based Student Groups to Transform Your Campus	Convention Center 132A

Tuesday, March 13

FEATURED SESSION

8:30 a.m. – 9:45 a.m.

259a Knowing Our Students: Patterns of Change Over 45 Years

Convention Center 120AB

John Pryor, *Higher Education Research Institute*

The traits, values, behaviors, and expectations of students entering college have changed enormously over time, and greatly impact how and what we do as student affairs professionals. The Cooperative Institutional Research Program (CIRP) has been gathering data on students as they enter four-year colleges for more than 45 years. The director of CIRP will take attendees through a provocative look at how students have changed over the past four-and-a-half decades.

8:30 a.m.–9:30 a.m.

260 Achievable Assessment: Using Evidence to Influence Change

Convention Center 127C

Katherine Wilson, *Miami University*

Jessica Melita, *Miami University*

Elizabeth (Buffy) Stoll, *Miami University*

Are you an entry or mid-level professional being asked to complete and present assessment data but do not know where to start? Assessment can be a daunting task; join this session to learn how to turn it into something practical that can be achieved! Participants will have the opportunity to engage in peer sharing, learn about the cycle of planning for assessment, and how to identify what resources that can be used. This session will help enhance participants' work by showing how they can use data to help in decision-making processes.

261 Addressing Off-campus Behavior Through Community Engagement

Convention Center 228B

Whitney Losapio, *Syracuse University*

The Project 4 Community Engagement (P4CE) program at Syracuse University effectively addresses off-campus conduct violations in a restorative manner to help foster a positive off-campus community. Participants in this session will learn to adapt P4CE to their institution through an interactive demonstration and engage in a discussion of effective educational programming for off-campus students. This is relevant for administrators in student conduct, off-campus student services, or others interested in educating students about their rights and responsibilities as members of the city and university community.

262 "But I Don't Feel Like an Adult": Reconsidering Adulthood

Convention Center 226C

Jen Meyers Pickard, *University of Arizona*

Kirsten Freeman Fox, *Ohio Campus Compact*

Are college students adults? What about recent college graduates, are they adults? This session will compare and contrast views on traditional, emerging, and transitioning adulthood in relation to college students and recent graduates. Incorporating findings from two dissertation studies, this session will define concepts of adulthood while highlighting discrepancies of viewpoint between students, recent graduates, and student affairs professionals. This session will also discuss implications for practice to enhance possibilities for students and a successful post-college transition.

263 Collegetown Diversity and Leadership Programming

Convention Center 229B

Zulema Naegele, *Arizona State University*

Amy Golden, *Arizona State University*

Experiential diversity and leadership programming is the cornerstone for success of the Collegetown Conference at ASU. During the weeklong program, students learn about each other's points of view while involved in dialogue versus debate on passionate issues. Students gain valuable communication and mediation techniques that will propel them as they become leaders in their communities. In this session, participants will get to experience a piece of prejudice curriculum via ASU's facilitation model, gain knowledge on how to implement similar programs, and speak with the students that make it all happen.

264 Developing and Sustaining Joy in Your Career

Convention Center 231A

Jill Stratton, *Washington University in St. Louis*

Student affairs leaders arguably invest a great deal of time and energy into supporting and sustaining happiness among college students, but how much do we look internally at our own joy and fulfillment? This program connects the professional happiness of participants with career flow. Through reflection and dialogue, participants will chart their overall career happiness, develop a plan for using reflection to explore ways of increasing happiness, and identify strategies for ongoing reflection and meaningful dialogue around career joy.

265 Developing Programs to Enhance Civic Literacy and Engagement

Convention Center 127A

Frank Ross, *Northeastern Illinois University*

Ratona Harr, *USA TODAY*

Civic engagement has been defined as '...the ways in which citizens participate in the life of a community in order to improve conditions or to help shape the community's future' (Adler, & Goggin, 2005). This session will highlight evidence of gains in undergraduate student civic engagement, facilitated by strong student affairs-academic affairs partnerships, and programming to develop and enhance civic literacy, using the Collegiate Readership Program.

266 Exercising Leadership in a Complex and Changing World

Convention Center 125

Andranik Manukyan, *The University of Arizona*

Aaron W. Voyles, *Appalachian State University*

As the higher education environment rapidly changes, status quo approaches to leadership struggle to resolve the new difficult problems faced by student affairs professionals. To thrive in a complex and changing world, professionals must lead and think in new ways, with new methods of diagnosing problems and providing effective intervention. Highlighting leadership literature, cognitive science, and group psychology, this presentation explores the tactics necessary to lead in an adaptive manner and to create organizational change.

267 Factors Affecting Peer Tutoring Programs in Higher Education

Convention Center 221B-C

Debbi Pariser, *West Virginia University*

As the population in higher education has grown and the large size of freshman classes has resulted in less interaction between professors and students, the need for peer tutoring has also increased. This presentation highlights institutional factors that administrators and faculty see as facilitating peer tutoring programs, those they see as forming barriers to peer tutoring programs, and the differences in perceptions of peer tutoring between administrators and faculty.

**268 Global Learning Outcomes
in Higher Education**



Convention Center 225B

Susan Longerbeam, *Northern Arizona University*

Harvey Charles, *Northern Arizona University*

Carolyn Christianer, *Northern Arizona University*

Angela Roberson, *Northern Arizona University*

Beverly Warren, *San Diego State University*

The Global Learning Initiative (GLI) embeds diversity, sustainability, and global perspectives into the disciplinary curriculum at NAU, including in the student affairs preparation program. Unlike diversity initiatives that stand alone and are easily marginalized, especially in the state of Arizona, the GLI shifts boundaries of diversity and international work to nearly every academic department on campus. Presenters summarize the GLI, and graduate student panelists discuss their global curriculum and international study experiences.

**269 Identify Success: Create Possibilities
for Commuter Students**

Convention Center 131B

Trillah Culver, *The University of Akron*

Greg Dieringer, *The University of Akron*

Jennifer Hodges, *The University of Akron*

Stacey Moore, *The University of Akron*

Are your commuter students transitioning successfully to college? In general, commuter students have more difficulties adjusting to college compared to residential students. But within the commuter student population, there are large variations between successful and unsuccessful students. Using data from a national retention project, the presenters built a profile of a successful commuter student and compared it to less successful students. Practitioners from a predominantly commuter university will discuss their work identifying and supporting struggling commuter students.

**270 Ignite Leadership by Understanding
Parents of College Students**

Convention Center 128A

Joyce Shotick, *Bradley University*

Alan Galsky, *Bradley University*

Parents of college students today are a combination of two visible and vocal generations: Baby Boomers and Generation X. These two generations had very different experiences that led to vastly different values, ideals, and expectations of themselves and their children. This interactive program will share results of parent surveys and provide a description of parents of today's college students that can ignite solid leadership in managing changes in student affairs practices and facilities.

**271 Igniting Activism: Refocusing the
Millennial Student Government**

Convention Center 132B

David Stockton, *Marquette University*

Emily Wyatt, *University of British Columbia*

The history and foundational characteristics of student government are grounded in the concept of activism. As the millennial generation has emerged, the motivations of student government leaders have begun to change. This presentation will help advisors understand the activist nature of student government systems, as told by the history of their formation, and provide opportunities to discuss methods for refocusing and restructuring millennial student governments towards an ethos of activism and representation.

**272 Igniting the Light Within: Transforming
a Reflective Community**

Convention Center 131C

Marsha Guenzler-Stevens, *University of
Maryland, College Park*

James Rychner, *University of Maryland, College
Park*

In fall 2001, the University of Maryland was rocked by several major events, including September 11th and a tornado that killed two students. As members of the university community struggled to cope with these tragedies, they sought a place for quiet reflection and potential answers to that age-old question of 'Why'? Ten years later the university dedicated The Garden of Reflection and Remembrance. Built in part with a \$200,000 grant from the TKF Foundation, the garden features tools for the campus and broader community to use in reflection, and has helped to transform the culture of the campus and surrounding community. The process of community engagement in planning and construction of the garden were incorporated into a feature-length film that will be previewed during the session.

**273 I'm Not in the LGBT Club:
Engaging More LGBT
Students on Campus**



Convention Center 222B

Danielle Johnson, *University at Buffalo*

James Bowman, *SUNY Buffalo*

Jon Hurst, *SUNY Buffalo*

In higher education, student clubs help to engage undergraduate students. Specifically, Lesbian, Gay, Bisexual, and Transgender (LGBT) clubs and organizations help LGBT student populations feel welcome and affirmed on their college campuses. However, some LGBT students choose not to engage with LGBT organizations, due to the sensitivity of the coming-out process and sexual identity development. At this session, presenters will discuss programs and strategies that student affairs and higher education professionals can utilize to make LGBT students feel affirmed on college campuses.

**274 In the Thick of It: The
Connection Between
Weight and Gender Bias**



Convention Center 222A

SevaPriya Barrier, *University of Arizona*

Krista Millay, *University of Arizona*

Obese persons are often targets of prejudice and discrimination. Yet, obese and overweight students are seldom protected by nondiscrimination policies, student conduct codes, employment law, or disability services. This program will explore the intersection between weight-based discrimination and gender bias utilizing a framework rooted in gender studies and discrimination law. Participants will examine approaches institutions can take to discourage sex discrimination arising from seemingly neutral institutional policies.

276 Mentoring, Masculinities, and Graduation Efficacy: The UMI Model

Convention Center 132C

John Mason, *Mercer University*

Berenecea Eanes, *John Jay College for Criminal Justice*

The Urban Male Initiative (UMI) at John Jay College is a focused support program designed to serve as the conduit through which underrepresented students find: a community of excellence for aligning personal strengths with degree programs of study, peer support and assistance in navigating their time at John Jay, enrichment programs that serve to introduce and hone students' skills, real-life experiences as a portal into corporate America, and an extended community to celebrate the successes of all. These goals are realized through the strength of peer and professional mentoring relationships. This session will utilize a variety of methods to assist participants in establishing working strategies for dealing with males of color, reviewing current theoretical frameworks supporting mentoring as an educational intervention strategy, and speaking to the necessary intersectionality between male students of color and masculinities.

277 More Than Just a Member: How to Maximize Your Involvement

Convention Center 126B

Danielle Howard, *University of Miami*

Jimmy Doan, *Bentley University*

Kim Nehls, *Association for the Study of Higher Education*

NASPA and the Association for the Study of Higher Education (ASHE) are two of the leading associations in the field of higher education. The executive director of ASHE and previous NASPA interns will share the benefits of being more than just a member in professional associations. This interactive presentation will explore a theoretical framework behind establishing purposeful relationships, benefits for members in various levels of HE, and how busy professionals can take advantage of opportunities throughout their careers. Individuals will be able to learn the secrets of how to maximize their involvement in an association to be a leader, not just a member. This session benefits students, faculty, and staff at all levels.

277a NASPA Research and Scholarship Agenda for the Student Affairs Profession

Convention Center 127B

Sharyn Slavin Miller, *Azusa Pacific University*

Randy Hyman, *University of Minnesota Duluth*

David McKelfresh, *Colorado State University*

Frank Ross, *Northeastern Illinois University*

The NASPA Research Division and the NASPA Faculty Fellows announced the Research and Scholarship Agenda for the Student Affairs Profession. Attend this session to learn from the task group who surveyed NASPA members, faculty and others to formulate the new research agenda for the profession.

278 Online Accessibility: What Higher Education Must Understand

Convention Center 231B

Kaela Parks, *University of Alaska Anchorage*

Recent research evaluating information technology in higher education has found that few institutions are adequately addressing the accessibility of educational technologies including websites, technology-equipped labs and classrooms, and distance-learning curricula. This session will discuss legal requirements; demonstrate barriers that impact users; outline consideration of accessibility in design and procurement; and discuss how institutions can move forward in developing policies, procedures, and plans to improve the situation.

279 Overcome the Obstacle: Developing a Curricular Leadership Program


Convention Center 232A

Joshua Hiscock, *University of Maryland, College Park*



Susan Komives, *University of Maryland, College Park*

Evan Witt, *University of Maryland, College Park*

In the last decade, many curricular leadership programs have been created throughout the country, in spite of obstacles such as course approval, budgets, instructors, and justification of the program. In this session learn how to overcome some of these obstacles and how one campus has made their curricular leadership program a reality.




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280 Overcoming Cultural Barriers to Serving Racially Diverse Students

Convention Center 121C

Samuel Museus, *University of Hawai'i at Manoa*

Uma Jayakumar, *University of San Francisco*

Less than half of all students of color who begin college at a four-year institution will complete a bachelor's degree within six years of matriculation. The session will focus on understanding and overcoming the campus cultural barriers to efforts to foster success among racially diverse student populations. Participants will engage in activities and discussions to develop plans that transform the cultural values, assumptions, and beliefs that constitute barriers to success among diverse populations on their respective campuses.

280a Partnerships: Student Affairs and Auxiliary Services

Convention Center 126C

James Conneely, *Eastern Kentucky University*

The presenter will explore how student affairs professional and auxiliary profession can build successful partnerships that can serve both the needs of the students and the business side of higher education, while still meeting the mission of the institution. Organizational structures will be examined; strategies for building these partnerships will be explored; outsourcing of services in regard to institutional mission will be discussed; and skills sets needed by both student affairs practitioners and auxiliary professionals will be highlighted.

281 Picturing Learning: Social Learning During Study Abroad

Convention Center 231C

Carrie Kortegast, *Vanderbilt University*

Through the use of photonarratives, this program will explore the findings of an ethnographic study on how social participation contributed to student learning during a short-term study abroad program. This program has a dual goal of exploring both study abroad and social learning. Findings indicate that students are not provided critical or reflective frameworks to make meaning of their study abroad experiences. Students also engage in practices that exoticize and commodify culture, as well as participate in cultural tourism.

282 Protecting Our Future—Securing the Student Body

Convention Center 226B

Christopher Hartnett, *University of Miami*

Adam Lynch, *University of Miami*

Student safety is a 'buzz phrase' on today's college campuses, but what is being done to help promote this philosophy? Session attendees will learn of the effectiveness of an on campus, student-led safety and security program—built from the ground up at the University of Miami over the past 20 years. The presenters will guide participants through a unique program that forms collaborative relationships with professionals from many areas of campus life, while at the same time contributing to the growth, development, and critical out-of-classroom learning for the large student employee staff that helps keep resident students safe every night.

283 Reframing Online Microaggressions Through Reflective Judgment

Convention Center 227A

Ruth Harper, *South Dakota State University*

Greg Heiberger, *South Dakota State University*

Jessica Lewis, *South Dakota State University*

Michael Torrence, *Lehigh Carbon Community College*

Today's students are besieged by digital messages designed to increase their involvement, often via social networking. However, when some students—particularly Native Americans and other minority students—log on, tune in, and download, they often encounter microaggressions, intentional or unintentional. This session shares practical ideas for education and intervention based on King and Kitchener's Reflective Judgment Model (1994). Case studies, using examples of American Indian (and other minority) student experiences on a predominantly White campus, will engage participants in applying the model to digital microaggressions among college students.

284 Researching New Students' Skills and Attitudes Toward Success

Convention Center 226A

Amy Wylie, *Northern Kentucky University*

Jennie LaMothe, *Northern Kentucky University*

Ross Markle, *Educational Testing Service*

Orientation is often a time when we try to gather data about incoming students. However, there are many methods for doing so, and differences among them can significantly impact the quality of data. Recently, such an effort took place at Northern Kentucky University. This session will review keys to effectively gathering quality assessment data, how this information can be used to help schools at both the institutional and program level, and the repercussions of an ill-designed data collection plan.

284a Setting a Personal Foundation for Influencing Change

Convention Center 221A

Marilee Bresciani, *San Diego State University*

Javaune Adams-Gaston, *Ohio State University*

Kevin Kruger, *NASPA*

Larry Roper, *Oregon State University*

Penny Rue, *University of California, San Diego*

This panel of senior student affairs officers will share practical advice on how they have intentionally designed a personal foundation that allows them to successfully lead their organizations through transformational change. Drawing on organizational and leadership theories, as well as personal experience and a commitment to individual and organizational well being, these leaders share how the cognitive aspects of their work intertwine with their commitment to personal transformation—all culminating in purposeful strategies for organizational transformation. Participants will leave this session with ideas and questions to further explore their own challenges in setting a personal foundation for influencing organizational change.

285 Student Employment is More Than Making Copies

Convention Center 222C

Lance Kennedy-Phillips, *The Ohio State University*

Christina Athas, *The Ohio State University*

Savannah Heilman, *The Ohio State University*

Student affairs professionals have untapped resources right under their noses. Student employees, when properly trained, develop valuable twenty-first century transferable skills that foster leadership and engagement. The student employee experience is a synergy of learning opportunities that happen in the intersections of a student's personal, curricular and cocurricular choices. The Student Employee Outcomes Study was designed to explore the learning environment that student affairs professionals create for student employees. Come see what the statistics show about how to develop the talents of your student staff.



286 Student Success: Linking Involvement With Social Integration*Convention Center 126A***Cassie Gerhardt**, *University of North Dakota***Darlena Jones**, *Educational Benchmarking Inc.*

Social integration is one of the leading predictors of retention. Unfortunately, improving social integration directly is nearly impossible. In this presentation, the presenters will share results from a research project using national assessments to identify tangible factors (e.g., homesickness, peer connections, and student activities involvement) that have a direct connection to students' social integration. The results will be linked to practice by discussing institutional policies and procedures focused on improving these factors.

287 Supporting the Dreams of Undocumented Students*Convention Center 228A***Raul Fernandez**, *Texas A&M University***Claudia Ramirez Islas**, *San Diego State University*

Serving the needs of undocumented students and their families has been among the most difficult and challenging topics in student affairs and higher education. This presentation will guide professionals through a further understanding of what it means to be an undocumented student. The presenters will discuss who are undocumented students; what are some federal and state policies; and some resources to better support undocumented students through financial aid resources, retention and outreach efforts, and fundraising opportunities. This information is based on both research done on the topic of undocumented students, as well as real-world applications from a variety of interviews with student affairs professionals from across the United States.

288 The Changing Face of Counseling Centers*Convention Center 232C***Victor Barr**, *University of Tennessee - Knoxville***Elizabeth Gong-Guy**, *University of California, Los Angeles***Dan Jones**, *Appalachian State University***Carolyn Moore**, *North Carolina Central University***Barry Schreier**, *The University of Connecticut***Micky Sharma**, *The Ohio State University*

In response to shifts in student mental health, counseling centers have had to shift in the last 30 years. These changes involve responding to dramatic increases in service demands, increased levels of pathology, service provision for students with extensive treatment histories, and increased numbers of students already taking or needing psychotropic medications. Drawing on data from the Association for University and College Counseling Center Directors, this presentation focuses on the tensions, dilemmas, and solutions counseling centers have developed for these new demands while staying mindful of the mission of facilitating college student mental health and student development. Specific attention will be paid to trends and challenges facing counseling centers nationally such as: integration with student health centers, responses to increased demands for services, changes to service delivery models, and key definitional issues for counseling centers.

289 Threat Intervention: A Campus Journey in Collaborative Leadership*Convention Center 225A***Gardiner Tucker**, *University of Colorado at Boulder***Paula Bland**, *University of Colorado at Boulder***Deb Coffin**, *University of Colorado at Boulder***Hans Foote**, *University of Colorado at Boulder*

Many campuses have responded to the call to set up formal processes to intervene with concerning behavior from students. Participants in this session will gain an inside view of the journey of one large campus to heed the call, requiring passionate, collaborative leadership along the way.

290 Today's College Students: Millennials or Emerging Adults?*Convention Center 128B***Peggy Burke**, *DePaul University***Rich Whitney**, *DePaul University*

Student development theories are tools that help student affairs leaders understand, describe, and predict students' growth and development. Are today's students fundamentally different? Should we look at today's millennial generation students as emerging adults? Are we experiencing a new developmental stage that will affect our understanding of students? This session will provide the open space to discuss the developmental characteristics of today's students and how emerging development theory can improve our leadership on our campuses.

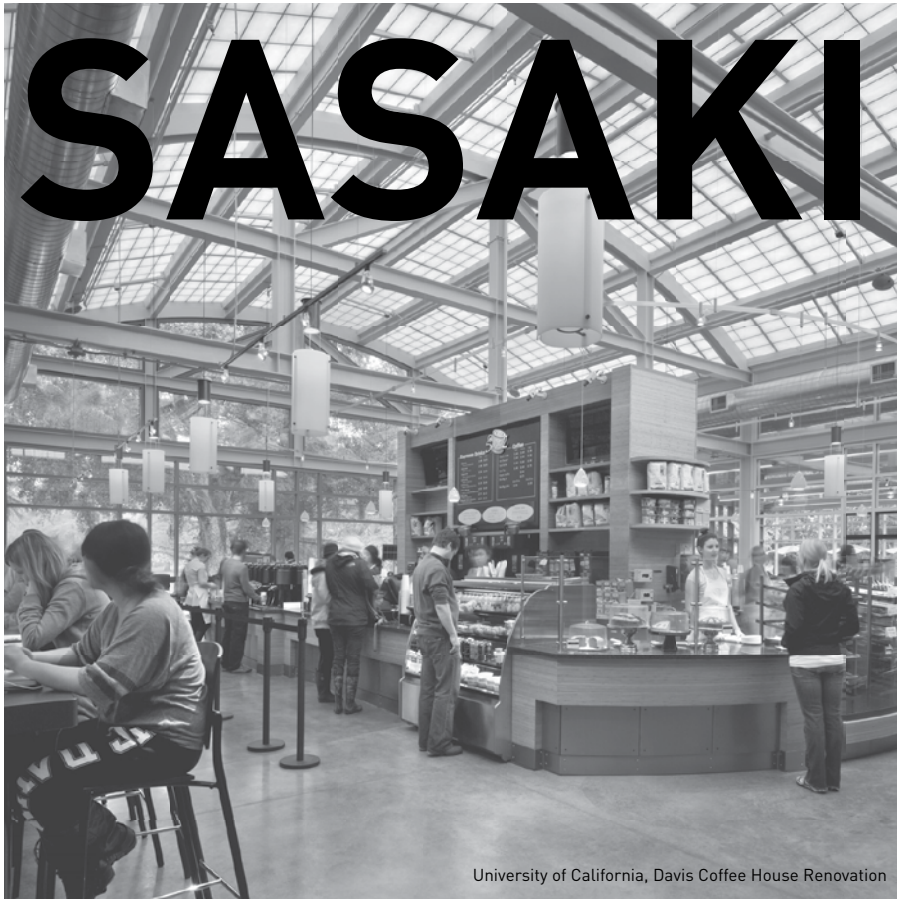
291 Transgender 101: Understanding a Growing Campus Population*Convention Center 122A***Ben Newhouse**, *Trinity University*

The transgender student population is growing on our campuses; yet, for many of us, this is a population about which we know little. Research indicates that campuses are falling short in meeting the needs of transgender students. In order to influence change for this population, education is a critical first step. This session will provide a basic overview of the transgender population, exploring current research on campus climate, identity development, and institutional support. Discussion on relevant campus issues will occur throughout.

292 Transgender People on Campus: Gender-friendly Language and Policy*Convention Center 227B***Doris Dirks**, *Northwestern University*

Over 400 campuses have added gender identity and expression (GI&E) to their nondiscrimination policies; this session will explore why such policy changes have occurred and how campus conversations about transgender people may actually undermine the intended goals for inclusion. Participants will examine the policy initiatives of four Big Ten institutions that have added GI&E to their nondiscrimination statements and be empowered to make proactive changes on their own campuses by attending this session.

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293 Utilizing Faith-based Student Groups to Transform Your Campus

Convention Center 132A

Matt Calfin, *Acadia University*

In the past, student religious dialogue ignited positive action on college campuses. Today, some public institutions see faith discussions as a threat, and student faith-based organizations find themselves in a difficult place. Guided by an experienced practitioner and researcher, this interactive session will provide strategies to effectively work with these groups to strengthen our institutions and enhance student engagement.

294 Welcoming Home Student Veterans: A Supported Education Model

Convention Center 232B

Audrey Sorrells, *The University of Texas at Austin*

Heather Cole, *The University of Texas at Austin*

Amy Heitzman, *The University of Texas at Austin*

LaToya Hill, *The University of Texas at Austin*

Soncia Reagins-Lilly, *The University of Texas at Austin*

This presentation explores a unique collaborative approach employed by one university to address the needs of its veteran students. Postsecondary institutions are poised to be instrumental in veterans transitioning to civilian life. Recognizing the responsibility of student affairs to return the service of its veterans, this university created a consortium of student affairs professionals, providers, faculty researchers, student groups, and outside agencies to design a wraparound program that would fully support student veterans in their educational pursuits.

295 Working With Students Affected by Autism Spectrum Disorders

Convention Center 131A

Eric Butter, *The Ohio State University*

Louise Douce, *The Ohio State University*

This presentation will describe the special needs, accommodations, and common pitfalls facing students with Autism Spectrum Disorders while in college. Unique challenges across multiple domains will be considered, including adjustment to academic demands and classroom behavior, housing and roommate issues, social behavior and friendship building, functional and independent living skills, and involvement in campus activities. Specifically, this session will consider the role of student life professionals in promoting the success of students with ASDs in and out of the classroom. A proposal for one or more toolkits designed for instructors, residence hall staff, and student life professionals to help them work with students with ASDs will be outlined.

8:30 a.m. – 9:30 a.m.

Tuesday, March 13

Convention Center 224 AB

NASPA poster sessions provide an opportunity for conference participants to view promising practices, innovative research, and successful campus programs. Posters will be available for conference attendees to peruse on their own from 8:30 a.m.–3:00 p.m. on Monday. Poster presenters will be available from 8:30–12:00 p.m. on Tuesday. Visit the poster sessions during this time to discuss information and findings.

P1 Building Community Through a Cohort Model Leadership Program

Katie Jundt, *Portland State University*

Suzanne Flores, *Portland State University*

The Leadership Fellows Program utilizes a yearlong cohort model to enrich and integrate students' leadership and academic experiences through activities, discussions, inventories, and reflections. This poster will share the theoretical and practical foundations of the program, provide an outline of the curriculum and syllabus, and demonstrate how assessment is embedded in the curriculum, providing data for research and continuous improvement.

P2 Community-based Participatory Research: An Inclusive Change Model

Eric Dunker, *Metro State College of Denver*

Derrick Haynes, *Metro State College of Denver*

Community-based research (CBR) offers higher education a more collaborative, wider-reaching avenue of organizing a variety of stakeholders around social change. The CBR model is an atypical change model due to its interdisciplinary, participatory, and collaborative structure that values multiple sources of knowledge and focuses on social justice action. This poster session will highlight a theoretical overview of CBR along with an instrumental case study involving an emerging Hispanic-Serving Institution and its effort to use CBR around organizational change.

P3 Disability as Diversity: Examining Access in Higher Education

Lisa Cooper, *University of the Pacific*

The Higher Education and Students with Physical Disabilities Survey is a web-based survey that was pilot tested on students with physical disabilities at four-year private, residential colleges and universities in California. The instrument validation process not only evaluated the internal consistency reliability of the survey, but also assessed its content and construct validity utilizing an exploratory factor analysis. This study offers an opportunity to determine if the survey, which was adapted from an instrument that was previously administered to professionals in the field of disability services, is valid and reliable for use with students with physical disabilities.

P4 Exploring Intersectionality of AAPI and LGBT Identities: A Literature Review

Nam Ung, *California State University, Los Angeles*

As more students identifying both as Asian American Pacific Islander (AAPI) and Lesbian, Gay, Bisexual, and Transgender (LGBT) enroll in colleges and universities, it is important for higher education administrators to understand their unique experiences and how to support their needs. Limits to studies exploring how AAPI identity and sexuality intersect necessitates the piecing together of research that separately explores AAPI ethnic identity and familial relations, and LGBT identity. Kimberlé Crenshaw's theory of intersectionality (1989, 1993) offers a framework with which to understand the experiences of AAPI LGBT college students by exploring the various areas of AAPI, LGBT, and multiple identities research.

P5 Facilitating Transfer Student Success with Services and Programs

Rochelle Woods, *California State University, Fullerton*

Cathy Fernandez-Weston, *California State University, Fullerton*

The CSU Fullerton STEM (Science, Technology, Engineering, Mathematics) Transfer Student Services Office bridges the gap of culture and expectations between the two-year college and four-year university experience. Community colleges are the fastest-growing postsecondary education institutions, and increasing STEM graduates is a federal priority. STEM students face unique academic challenges, and it's critical that student affairs professionals understand the experiences of these students in order to help them succeed academically.

P6 First-generation African American Men in Graduate School

James Coaxum, *Rowan University*

Understanding the factors that motivate first-generation African American men to pursue graduate education is paramount. Although there is a growing body of literature that documents the experiences of African American men across the educational pipeline, there are still areas that warrant investigation. One such area focuses on this population as they enter graduate school, especially as first-generation graduate students. This poster documents findings from a study that investigated the experiences of first-generation African American men in graduate school.

P7 Graduate Students Studying Abroad: Seeking the Globalism Thread

Cherie Pettitt, *St. Cloud State University*

Dan Macari, *St. Cloud State University*

If globalism remains a major 'thread' of the student affairs competency profile, evaluation of graduate students' intercultural competence is needed. Thus, the present study was designed to assess the intercultural competence of student affairs graduate students after participating in a short-term study abroad experience. In addition, interviews were conducted to understand participants' application of their experience to their work with students. Results of the study will be shared, including implications for practice.

P8 How Facebook Use and Social Networks Impact Student Performance

Karen Calfas, *University of California, San Diego*

James Fowler, *University of California, San Diego*

Myoung Lah, *University of California, San Diego*

Lucila Ohno-Machado, *University of California, San Diego*

National data indicate that 28 percent of college freshmen spend five hours or more per week using online social networks, and a large proportion of that time is likely spent on Facebook. There is growing interest among higher education professionals to reach students using Facebook. However, most projects focus on pushing information to students or using it for marketing. In this project, data collected from Facebook is being used to better understand how student social networks form, evolve, and influence one another. Research results will help inform the development of innovative ways to intervene with students on both academic and well-being topics.

P9 Identity Development and Climate: Campus Heritage Months Study

Christine Hernandez, *George Mason University*

Heritage and history months are annual traditions on many campuses. This study focused on the degree to which structured heritage/history months impact and inform campus climates as well as the degree to which these structured activities influence the identities of historically marginalized students. Participants will have an opportunity to learn the stories of students involved in the planning process and view information gathered. The poster session serves as a way to ignite multicultural competency and influence campus change by re-examining traditional programs and events.

P10 Igniting Student Academic Engagement Through Programming

Sean Wernert, *University of Notre Dame*

The transition from high school to college intellectual life is challenging. Alexander Astin's Theory of Student Involvement (1984) indicates that active student involvement and connections to faculty and staff facilitates a higher level of success and overall college retention. As part of the University of Notre Dame's 'First Year of Studies' effort to ease that transition, fun, interactive events have been created to increase faculty interaction with students, including panel discussions, conversations with the dean, and a new lecture series all focusing on the first-year transition. This poster session will focus on these events and the lasting effects they have had on Notre Dame's first-year students.

P11 Medical Student Bereavement: Accessing Student Support Services

Mitsue Yokota, *David Geffen School of Medicine at UCLA*

Meredith Szumski, *David Geffen School of Medicine at UCLA*

The unique challenges of medical school act as a confounding factor to students grieving the death of a loved one. Although student affairs officers may be aware of medical students coping with loss, literature on the usage of support services is scarce. Using a phenomenological approach, this study focused on factors affecting bereavement in medical school. Results showed that self-concealment was a major deterrent to access of student support services. Normalization of student support service usage is recommended to address loss of a loved one.

P12 Role of Cultural Programming in First-year Student Experiences

Nam Ung, *California State University, Los Angeles*

The purpose of this study was to explore the impact of cross-cultural programming on the learning and development of first-time freshmen at a large, public, four-year institution. The researchers hoped to gain a better understanding of first-year students' needs, and how administrators can improve the services they provide students in supporting their out-of-classroom experiences and transition into college life. This study specifically addressed the following research question: how do first-year college students experience cross-cultural programming?

P13 Student Leadership Practices Through Their University Years

Bob Crawford, *Queen's University*

Roxy Denniston-Student, *Queen's University*

Since 2003, the Student Outcomes Working Group at Queen's University has sought to assess the outcomes of the university's vision to 'prepare graduates for roles as . . . leaders.' Using Kouzes and Posner's (2002) Student Leadership Practices Inventory, more than 5,000 students have been surveyed. In three longitudinal studies, students were surveyed prior to entering their first year, at the end of their first year, and toward the end of their studies. The impact of gender, program, year, age, hometown demographics, and the residence experience are considered.

P14 Understanding Intercultural Sensitivity Among Minority Students

Ailton Coleman, *University of Connecticut*

Cheryl Bell, *University of Connecticut*

Charmaine Thurmand, *University of Connecticut*

Ruth Washington, *University of Connecticut*

The number of American-born underrepresented minorities (URMs) in higher education has not kept up with the number of international doctoral degree earners. As a result, many URMs are in learning environments that include three cultural expectations—the mainstream culture of their peers, the international culture of their professor, and their own. In this poster session, the results of a pilot intervention to increase cross-cultural communication between international faculty and URMs will be shared.



Investing in our Future
www.naspa.org/programs/profdev/future

More than 1000 people have watched one of the Investing in our Future webinars, a free series addressing the basic level of the "Professional Competency Areas for Student Affairs Practitioners."

Visit the website for more information and to submit a program for the 2012-2013 series.

Call for Programs deadline: July 27, 2012!

Tuesday, March 13

Poster Sessions – NASPA Excellence Awards Winners

GRAND GOLD MEDAL AWARD HONOREE

Gold Winner – Enrollment Management, Financial Aid, Orientation, Parents, First-year, Other-year, and related

P15 Implementation Fidelity and Outcomes Assessment for Transfer Orientation: Making Empirically Based Decisions about Program Effectiveness

Matthew Swain, *James Madison University*

Transfer students are increasing on college campuses throughout the country and have specific needs that differ from the traditional freshman population. Transfer Summer Springboard (TSS) is an orientation program developed to intentionally meet the emerging needs of transfer students. Through this program, it is communicated to transfer students that they are valued members of JMU and that their need for a specialized program to ease their transition is understood. Specifically, JMU intentionally created programming to support transfer students in meeting three objectives: (1) increasing knowledge of academic requirements, (2) increasing knowledge of resources, and (3) increasing social acclimation and community building.

GRAND SILVER MEDAL AWARD HONOREE

Gold Winner – Administrative, Assessment, Information Technology, Fundraising, Professional Development, and related

P16 Reframing the Retention Conversation: Promoting Action and Success Through a Cross-divisional Symposium

Jason Simon, *University of North Texas*

Hope Garcia, *University of North Texas*

The University of North Texas (UNT) needed to rethink retention, student success, and how assessment findings could be leveraged to address complex institutional challenges. Despite student affairs conducting a rigorous assessment schedule across all of its 22 departments, it did not have a forum to share this data broadly across campus. A vehicle was needed to demonstrate student affairs' expertise engaging students on campus and changing perceptions about its role in student success. Relying on a strong relationship with Institutional Research and Effectiveness, the assessment office approached senior leadership to co-sponsor a first-of-its-kind gathering on campus to intentionally bring together a diverse population of attendees who engage students in and out of the classroom. This event, called *Student Portraits: A Symposium for UNT Educators*, was a free, day-long symposium for UNT faculty and staff to gain better insights into the student population and to provide a forum to discuss critical challenges UNT students face on a daily basis.

Gold Winner – Athletics, Recreation, Physical Fitness, Non-varsity Sports, and related

P18 Building Better Community: How a Small Survey Made a Big Difference

Janice Quinn, *New York University*

New York University is the world's largest private university. Athletically, NYU participates in one of the strongest conferences in the nation, yet NYU owns no outdoor athletic fields; half its student-athletes train and compete in facilities located throughout the city. Compared to their conference counterparts, NYU receives tens of thousands of dollars less in financial assistance. The NYU student-athlete devotes more time to their sport than any academic or extracurricular activity, yet athletes academically out-perform or match their non-athlete peers. So who are these student-athletes? What can NYU learn from them? What voice does this engaged student population have on campus? What unique services correctly target the idiosyncratic needs of this group? How successful is NYU in achieving student development, and student learning outcomes over time for this population? To examine these important questions, NYU implemented a comprehensive, anonymous, online survey assessing varsity athlete satisfaction, services and overall experiences on NYU's campus. A unique and valuable profile of these athletes emerged. And data powerfully supports the conclusion that varsity athletics uniquely impacts personal development, engagement and the creation of community.

GRAND BRONZE MEDAL AWARD HONOREE

Gold Winner – Careers, Academic Support, Service-Learning, Community Service, and related

P17 SmartStart: A Successful Transition Program for Underprepared Community College Students

Joseph Connell, *Dutchess Community College*

SmartStart is a summer transition and year-long academic support program that improves first-time, full-time students' academic skills and accelerates their progress towards graduation. Students are invited to participate based on placement test results that indicate the need to enroll in two or more pre-college level courses. After a rigorous four-week summer program, students are given the opportunity to retake their placement tests, often improving course placement, resulting in accelerated progress toward graduation.

Gold Winner – Housing, Residence Life, Contracted Services, Judicial, and related

P19 The E.P.I.C. Journey Sanctioning Model
Jan Wilson McKinney, University of Texas at San Antonio

Kevin S. Price, University of Texas at San Antonio

Adriana Alicea-Rodriguez, University of Texas at San Antonio

Jennifer Fuegkin, University of Texas at San Antonio

The E.P.I.C. Journey philosophy was developed to address an increasing number of behavioral and scholastic dishonesty cases at The University of Texas at San Antonio (UTSA). As the more than 1600 discipline cases yearly were reviewed, many were categorized many as having root causes in the underdevelopment of four distinct skill sets: Engagement with the university; Personal development; Interpersonal development; and Community membership. E.P.I.C. is a conduct model designed to provide the practitioner with a protocol to assess those areas and sanction the students' underdeveloped areas as a means to transform decision making patterns.

Gold Winner – International, Multicultural, Cultural, Gender, LGBTQ, Spirituality, Disability, and related

P20 New York University Ally Week
Alicia Peralta, NASPA

At a large private urban institution with hundreds of micro-communities, it is often challenging to foster substantive cross-cultural interactions. NYU Ally Week is a model for inviting all members of the community to grow and learn collectively. As diversity educators, we are on a constant quest to support members of the campus community as they venture out of their comfort zones in our classrooms, residence halls, student events, places of worship, service learning projects, and in our respective "safe" spaces on campus. Working from an intersectional and intercultural understanding of oppression, the entire campus community was challenged to examine stereotypes and prejudice, while highlighting the powerful impact of collectively sharing in an initiative that was grounded in reflecting on what it means to be an ally to others. This becomes increasingly important as NYU, and other universities, begin to globalize and further complicate notions of diversity and identity.

Gold Winner – Off-campus, Commuter, Non-traditional, Graduate, Professional, and related

P21 CommUnity: Merging Leadership and Service to Engage First-year Commuter Students

David Vogelsang, New York University

New York University (NYU) Commuter & Off-Campus Student Services, a component of the Student Resource Center, promotes a sense of belonging amongst commuter students by facilitating initiatives and providing services aimed towards developing connections between the university and its students. CommUnity is a program designed to bring together first-year commuter students; it developed three years ago after assessment trends pointed to lower participation by commuter students in various areas, but especially in the areas of faculty interaction, leadership involvement, and service-learning. The program was created to connect students to these areas, but also to encourage leadership self-efficacy amongst students in the hopes that targeting first-year students would cultivate a sustained cohort of future leaders inside and outside the commuter community.

Gold Winner – Student Health, Wellness, Counseling, and related

P22 Friends Helping Friends Campus Suicide Prevention Program

Deborah Taub, University of North Carolina at Greensboro

The purpose of Friends Helping Friends (FHF) is to improve the help-seeking behavior of students in distress and those with potential suicide ideation. The program trains UNCG student volunteers as peer educators whose intent is to raise awareness and knowledge about mental health problems, mental disorders, and suicide warning signs on the UNCG campus; it helps reduce stigmas associated with mental health problems, mental disorders, and the utilization of professional counseling; it encourages the use of healthy strategies for managing mental health problems; and promotes UNCG's Counseling & Testing Center and Wellness Center with both direct and indirect outreach initiatives. Peer educators involved with FHF possess a general knowledge of mental health concerns as well as a specific understanding of risk and protective factors of suicide among college student populations. Friends Helping Friends strives to increase the likelihood that peers will identify and refer at-risk students, and to improve the help-seeking behavior of at-risk students themselves.

Gold Winner – Student Union, Student Activities, Greek Life, Leadership, and related

P23 Student Union Roof-Top Garden and Bee Farm

Jack Rahmann, Boise State University

Environmental Studies students wanting a place on campus to experiment and learn about urban agriculture created a plan for a roof-top garden at the student union. The student union had a large unused patio that the director was willing to devote to this idea. Soon students, faculty, and staff were working together to lay the groundwork for the project. The program's objectives are to grow organic foods for the student dining hall, The Boise River Cafe (BRC); be financially self-sustaining; provide an experimental learning environment; and collaborate with other university departments on service learning projects.

Gold Winner – Violence Education and Prevention, Crisis Management, Campus Security, and related

P24 Higher Education Threat Assessment Conference


Anthony DeSantis, University of Florida

Jen Day Shaw, University of Florida


The 2011 NASPA-FL/University of Florida Higher Education Threat Assessment Conference was a collaborative effort that served local, national, and international guests. It addressed a timely issue in a way that has created some unique connections, especially amongst community colleges and small private universities that do not have the resources of large public universities. The 2011 NASPA-FL/University of Florida Higher Education Threat Assessment Conference included keynotes from nationally renowned experts and sessions included presentations from a psychiatrist who serves on a campus team, an attorney regarding legal issues, and a table top exercise so teams could implement what they learned.

10:15 a.m.–11:15 a.m.


Advising and Helping

	#	Title	Room
	303	Building Supportive Communities for Specific Student Populations	Convention Center 231A
	310	Digital Stories: Shining Light on Hidden Voices	Convention Center 227A
	312	Dreams Deferred: Undocumented Students in Higher Education	Convention Center 122A
	313	Engaging Staff in Effective Models of Student Employment	Convention Center 228A
	317	If You Build It, Will They Come? Veterans and Help-seeking	Convention Center 222A


Assessment, Evaluation, and Research

	#	Title	Room
	304	Creating a Culture of Assessment at Three Small Private Colleges	Convention Center 127C
	309	Developing Holistic Global Citizens Through Focused Assessment	Convention Center 225B
	332	The NASPA/ACUI Student Union Study: Findings and Implications for Practice	Convention Center 222B
	335	Where Does Assessment Fit on Your Professional Competency Map?	Convention Center 121C

Equity, Diversity, and Inclusion

	#	Title	Room
	297	"Count Me In!": AAPI Student Leadership for Social Change	Convention Center 126A
	298	A Legacy of Voice and Relevance: Reflections of Asian American and Pacific Islander Executives	Convention Center 127B
	303	Building Supportive Communities for Specific Student Populations	Convention Center 231A
	310	Digital Stories: Shining Light on Hidden Voices	Convention Center 227A
	312	Dreams Deferred: Undocumented Students in Higher Education	Convention Center 122A
	314	Examining "Rational Myths" and Native American College Students	Convention Center 226A
	316	How Far Can You See? Transforming Beliefs About At-Risk Students	Convention Center 229B
	318	Institutional and State Support for Undocumented Students	Convention Center 132A
	325	Putting Our Best Foot Forward: A View Through Policy and Practice	Convention Center 225A
	329	Student and Staff Impact: Cultivating Gender-neutral Housing	Convention Center 228B
	330	Student Persistence for the Creative-minded Student	Convention Center 125
	334	Unpacking Our (Dominant) Knapsacks for Social Change	Convention Center 124A


Ethical Professional Practice

	#	Title	Room
	299	A Multidisciplinary Approach to Campus Safety	Convention Center 126B
	325	Putting Our Best Foot Forward: A View Through Policy and Practice	Convention Center 225A
	331	The Ethics of Social Networking: An Unfolding (Uncertain?) Future	Convention Center 131C

History, Philosophy, and Values


	#	Title	Room
	323	NASPA Foundation - Moving the Profession Forward	Convention Center 126C
	333	Town Hall Meeting: Setting NASPA's Public Policy Agenda	Convention Center 124B

Human and Organizational Resources


	#	Title	Room
	300	A Thematic Approach to a Student Affairs Reorganization	Convention Center 132C
	304	Creating a Culture of Assessment at Three Small Private Colleges	Convention Center 127C
	306	Creating Positive Outcomes When Conflict Occurs Using the CDP	Convention Center 232B
	313	Engaging Staff in Effective Models of Student Employment	Convention Center 228A
	324	Positively Influencing Compassion Fatigue	Convention Center 128A
	328	Socializing New Professionals: Leading the Way to a Smooth Entry	Convention Center 231C

10:15 a.m.–11:15 a.m.

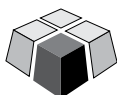
Law, Policy, and Governance

	#	Title	Room
	299	A Multidisciplinary Approach to Campus Safety	Convention Center 126B
	306	Creating Positive Outcomes When Conflict Occurs Using the CDP	Convention Center 232B
	315	From Alcohol and Other Drug Practice to Policy: Lessons Learned and Practical Advice	Convention Center 226C
	321	Legal Update: Law and Regulatory Review for Senior Administrators	Convention Center 131B


Leadership

	#	Title	Room
	298	A Legacy of Voice and Relevance: Reflections of Asian American and Pacific Islander Executives	Convention Center 127B
	300	A Thematic Approach to a Student Affairs Reorganization	Convention Center 132C
	302	Applying the Strengths-development Model to Courageous Leadership	Convention Center 226B
	307	Creating Sparks and No Flame in Leadership Education	Convention Center 221A
	319	Key Leadership of Student Success: Community Influence on Change	Convention Center 128B
	320	Leading Organizational Change: Igniting Leaders to Shift Culture	Convention Center 232C
	333	Town Hall Meeting: Setting NASPA's Public Policy Agenda	Convention Center 124B

Personal Foundations

	#	Title	Room
	302	Applying the Strengths-development Model to Courageous Leadership	Convention Center 226B
	324	Positively Influencing Compassion Fatigue	Convention Center 128A
	326	Reflection and Service: Unsung Heroes in the Development of Meaning	Convention Center 232A
	334	Unpacking Our (Dominant) Knapsacks for Social Change	Convention Center 124A

Student Learning and Development

	#	Title	Room
	297	"Count Me In!": AAPI Student Leadership for Social Change	Convention Center 126A
	311	Domestic Versus International Students: Understanding Differences	Convention Center 227B
	317	If You Build It, Will They Come? Veterans and Help-seeking	Convention Center 222A
	319	Key Leadership of Student Success: Community Influence on Change	Convention Center 128B
	320	Leading Organizational Change: Igniting Leaders to Shift Culture	Convention Center 232C
	322	Meaningful Residential Assistant Programming Without Traditional Event Planning	Convention Center 121B
	323	NASPA Foundation - Moving the Profession Forward	Convention Center 126C
	330	Student Persistence for the Creative-minded Student	Convention Center 125

10:15 a.m.—11:00 a.m. TECHNOLOGY "UN"SESSION

Crowd-Sourced Information

Convention Center 229A

Recognizing that technology changes daily, NASPA wanted to create an opportunity for current discussions post program-book printing. Please see the NASPA online schedule/mobile program guide for more information about this session.

Highlights



Featured Speaker

Trish Downing

Tuesday, March 13
10:15 a.m.—11:45 a.m.
Convention Center
120AB

10:15 a.m.—11:15 a.m.

297 “Count Me In!”: AAPI Student Leadership for Social Change

Convention Center 126A

Jude Paul Dizon, *University of Vermont*

Oiyan Poon, *University of California, Los Angeles*

This interactive presentation provides for a case study of socially responsible leadership among Asian American and Pacific Islander (AAPI) college students. Highlighting the voices of students involved in the 2007 ‘Count Me In!’ campaign at the University of California, the learning outcomes for this presentation include increasing awareness of: (1) AAPI student leadership, (2) the role of student agency in transforming higher education institutions, and (3) the relevance of including AAPI students in student leadership development research.

298 A Legacy of Voice and Relevance: Reflections of Asian American and Pacific Islander Executives

Convention Center 127B

Doris Ching, *University of Hawai‘i*

Amefil Agbayani, *University of Hawai‘i at Manoa*

Henry Gee, *Rio Hondo College*

Bob Suzuki, *California State Polytechnic University - Pomona*

A university president and senior student affairs officers reflect on their careers as minority professionals and advocates for social change. Their experiences as AAPI college and university leaders motivated the NASPA 2012 book, *Asian Americans and Pacific Islanders in Higher Education: Research and Perspectives on Identity, Leadership, and Success*, and inspired younger AAPIs to continue the quest for social justice. This program offers inspiration to any group seeking change and greater equity and diversity for all students and professionals on college campuses.

299 A Multidisciplinary Approach to Campus Safety

Convention Center 126B

Alison Kiss Dougherty, *Security On Campus, Inc.*

Kiersten Feeney White, *Saint Joseph’s University*

John Henfey, *Saint Joseph’s University*

This session will embrace the need for a multidisciplinary approach to compliance with federal laws governing college campus safety. The presenters will review elements of the Clery Act and Title IX, and further explore the need for collaboration across multiple constituencies on and off campus to better facilitate compliance, education, prevention, and overall community safety. The presentation will address the Campus Sexual Violence Elimination (SaVE) Act and proactive measures student affairs professionals can take toward compliance.

300 A Thematic Approach to a Student Affairs Reorganization

Convention Center 132C

Stephanie Russell Holz, *The University of Tampa*

Tim Harding, *The University of Tampa*

The University of Tampa, a midsize, private, comprehensive university, recently experienced a reorganization. The new model focuses on the thematic nature of the work of student affairs, integrating complementary responsibilities envisioning new approaches, and facilitating growth among all functional areas for improved student development outcomes. This session will outline the reorganization process, explain the thematic organizational structure, and present lessons learned from those who implemented the change. Special attention will be given to how this new model has created a culture of seamless collaboration that enhances and promotes student learning while renewing the energy and enthusiasm of the staff.

301 Aligning Goals, Practice, and Feedback to Enhance Parent Orientation

Convention Center 222C

Jennifer Mallen, *Penn State University*

Janet Schulenberg, *Penn State University*

Parent/family orientation has played a significant role at Penn State since the 1950s. Using Penn State’s evolving program as a case study, participants will reflect critically on their own parent/family orientation program and exchange ideas about how to align orientation goals, current practices, and feedback from assessment efforts to continuously improve their program.



302 Applying the Strengths-development Model to Courageous Leadership

Convention Center 226B

Leslie Schwartz, *Positive Acorn*

Robert Biswas-Diener, *Positive Acorn*

As the global landscape continues to change, leaders are needed to proactively respond to challenges and build bridges across cultures. In this session, participants will learn how a new approach to strengths-development provides significant insights for our higher education institutions, empowering individuals and teams to lead courageously in multicultural contexts.

303 Building Supportive Communities for Specific Student Populations

Convention Center 231A

Angela Dreessen, *Northern Illinois University*

Monique Bernoudy, *Northern Illinois University*

Troy Melendez, *Arizona State University*

Scott Peska, *Northern Illinois University*

Join the presenters to re-imagine strategies for developing campus communities that embrace Boyer’s six principles (Purposeful, Open, Just, Disciplined, Caring, Celebrative) for special populations. Universities continue to enroll increasing numbers of nontraditional, military, and culturally diverse students and athletes. Effectively serving specialized populations increases retention and graduation rates. Case management and concierge strategies for student services will be presented and discussed.

304 Creating a Culture of Assessment at Three Small Private Colleges

Convention Center 127C

Travis Greene, *Grinnell College*

W. Houston Dougharty, *Grinnell College*

Jim Hoppe, *Macalester College*

Sarah Westfall, *Kalamazoo College*

As increased calls for accountability and student learning continue to be a part of the national discourse in higher education, many student affairs educators have struggled to address the ‘assessment challenge.’ This panel of senior-level administrators at three small private colleges will highlight how they partnered with academic affairs colleagues to create and sustain a culture of assessment. This ‘how to’ program will provide robust conversation among participants.

306 Creating Positive Outcomes When Conflict Occurs Using the CDP

Convention Center 232B

Roger Sorochty, *The University of Tulsa*

Yolanda Taylor, *The University of Tulsa*

This program presents the Conflict Dynamics Profile (CDP) and its application to professional and student staff. The CDP focuses on behaviors that can be either constructive or destructive in conflict situations. By taking the CDP, participants will understand how conflict can produce positive outcomes. Active discussion between the presenters and participants will be encouraged throughout the program.

307 Creating Sparks and No Flame in Leadership Education

Convention Center 221A

Paul Pyrz, *LeaderShape*

Pamela Graglia, *LeaderShape*

Leadership education does not create leaders. Join the presenters to explore this and other heresies and myths that create incongruities in leadership education. Come ready to engage in authentic and challenging dialogue designed to surface assumptions and help us think differently about the work we do. Participants will then have an opportunity to explore how 'small' solutions can influence change and create significant impact in the field, on their campuses, and in their own practice.

308 Crossing Over: Immigrant Stories of Body, Heart, and Soul

Convention Center 131A

Dalya Perez, *The Evergreen State College*

Norma Alicia, *The Evergreen State College*

A daughter of Mexican immigrants and a daughter of Filipino and Egyptian Jewish immigrants will share personal narrative and historical legacies of the immigrant experience through this multimedia performance. Through spoken word, poetry, music, song, and dance, the presenters will critically reflect on the immigrant experience and how these shared experiences relate to work with students.

309 Developing Holistic Global Citizens Through Focused Assessment

Convention Center 225B

JoNes VanHecke, *Gustavus Adolphus College*

Larry Braskamp, *Loyola University*

Mark Salisbury, *Augustana College*

Helping students become responsible global citizens requires student affairs professionals to be aware of the progress students are making, to be models and mentors, and arrangers and developers of programs that enhance global and holistic student development. The panelists will share how they are using measures of global development, including the Global Perspective Inventory, to assess student development; as well as how they use evidence and their experiences and roles on campus to create programs that foster a global perspective.

310 Digital Stories: Shining Light on Hidden Voices

Convention Center 227A

Diane Fedorchak, *University of Massachusetts Amherst*

Gloria DiFulvio, *University of Massachusetts*

A. Tommy Thompson, *University of Massachusetts*

Gender variant students struggling with addiction are a hidden population in need of services to succeed academically and socially. Digital stories are 3–5 minute visual narratives that synthesize images, audio recordings, and text to create compelling stories. These stories provide insight into the complexities of such hidden populations; they are then used to strengthen support services and increase academic and social success on campuses. The presenters will discuss implementation of this emergent research method and share the stories of these students.

311 Domestic Versus International Students: Understanding Differences

Convention Center 227B

Deb Boykin, *College of William & Mary*

Glen Weppeler, *Ryerson University*

Institutions worldwide are experiencing a rapid increase in the number of international students; likewise, housing programs are also experiencing an increase. The presenters will discuss differences between international and domestic students identified from national benchmarking assessments—including academic and social integration, and international activities taking place in the postsecondary environment—and will share experiences with colleagues about approaches being taken to support and integrate international students into a residential community.



312 Dreams Deferred: Undocumented Students in Higher Education

Convention Center 122A

Anna Ortiz, *California State University, Long Beach*

Alexander Hinojosa, *California State University, Long Beach*

Jerry Price, *Chapman University*

Undocumented students face legal, financial, and personal challenges as they achieve the dream of higher education and wait for state and federal law to provide avenues to achieve the dream of citizenship. This session features an overview of current laws that affect undocumented students, a discussion of key issues that face undocumented students, videotaped segments from prominent researchers, and a panel of undocumented students who will interact with the audience via Skype as travel to Arizona places this group of students at risk.



313 Engaging Staff in Effective Models of Student Employment

Convention Center 228A

Walter Parrish, *Georgia State University*

Leah Douglass, *University of South Carolina*

Blair Rhodes, *Tidewater Community College*

This program features a review of best practices for oncampus student employment, with a specific focus on training employers to work with student employees. Data were collected from 132 undergraduate student employees and 51 supervisors at a large, four-year, public research institution in the mid-Atlantic region. Results from the two surveys, based on the Appreciative Advising framework, indicated a discrepancy between the students' development of transferable skills and the supervisors designating tasks relevant to one's major. The presenters will discuss the development of training modules for supervisors on generational issues and student development concepts related to supervising student employees, and will share assessment tools that address the goals identified in the research on training student employees.

314 Examining "Rational Myths" and Native American College Students

Convention Center 226A

Tara Sands, *University of Rochester*

Melissa Raucci-Youngs, *University of Rochester*

Stephanie Waterman, *University of Rochester*

Kristen Willmott, *University of Rochester*

Higher education policies and programs are affected by rational myths and unexamined assumptions that have both negative and positive impacts on college students. In particular, Native American college students are increasingly affected by institutionalized rational myths in regard to college attendance, persistence, and degree-obtainment. This program will benefit college students and administrators as it explores modern examples of Pascarella's 'rational myths,' which impact Native American college student recruitment, retention, and success.

314a Financial Literacy in Higher Education: The Drivers of Student Persistence, Retention and Loan Repayment

Convention Center 132B

Todd Wyatt, *EverFi*

Helen Stubbs, *EverFi*

Financial literacy education has historically focused on increasing students' financial knowledge, but what role does an individual's attitudes, motivation, and behavior play in their financial decisions? This presentation will examine breakthrough findings from a study of 30,000 incoming freshmen across the United States regarding their attitudes and behaviors around credit cards, debt, savings, and loans -- and will reveal startling trends that have real implications for higher education's efforts surrounding student persistence, retention, and loan repayment.

315 From Alcohol and Other Drug Practice to Policy: Lessons Learned and Practical Advice

Convention Center 226C

Laura Oster-Aaland, *North Dakota State University*

Jane Vangsness Frisch, *North Dakota University System*

Research suggests that policy is a critical element in reducing alcohol consumption and related harm. Several organizations recommend strong public and campus policies to reduce high-risk college student drinking. Yet, very few resources address how to go about effective policy implementation. This session will share lessons learned about policy implementation at the campus, city, and state level. Presenters will share policy successes and failures and provide practical guidance for professionals who want to work in the policy realm.

316 How Far Can You See? Transforming Beliefs About At-Risk Students

Convention Center 229B

W. Douglas Zander, *Millersville University of Pennsylvania*

Jose Aviles, *Millersville University of Pennsylvania*

Nakia Mack, *Millersville University of Pennsylvania*

Since the inception of opportunity programs in higher education, graduation rates have been modest for participants. A year ago, the session presenters crafted a new approach based on student development theory that removed the focus from the remedial and turned, instead, to a focus on values clarification and collaborative academic, interpersonal, and residential strategies to support underprepared students. Dramatic improvements have resulted. Learn their innovative methods and the effect on two cohorts of students who have benefited from this new program.

317 If You Build It, Will They Come? Veterans and Help-seeking

Convention Center 222A

David DiRamio, *Auburn University*

Kathryn Jarvis, *Auburn University*

With increasing campus resources being devoted to the emerging student population of student veterans, it is important to understand how veterans will (or will not) seek assistance from student affairs educators. Using a mixed-methods inquiry, this exploratory study investigated attitudes and behaviors associated with help seeking by student veterans for both academic assistance and psychological counseling. Recommendations, strategies, and an open discussion of best practices will include input from session attendees.



318 Institutional and State Support for Undocumented Students

Convention Center 132A

SUSana Munoz, *University of Wisconsin – Milwaukee*

Angela Chen, *University of California, Los Angeles*

Matt Matera, *Scholarships A-Z*

Educating undocumented students is a topic that has elicited much response in recent years. Debates about the economic and moral issues often raise discussion to a level that causes heated exchanges. While these discussions are important in addressing the issue, some things remain clear. This presentation will provide political and legislative context of in-state tuition policies for undocumented students with special attention given to institutional capacities to minimize educational inequalities experienced by undocumented students.

319 Key Leadership of Student Success: Community Influence on Change

Convention Center 128B

Dennis Gregory, *Old Dominion University*

John Broderick, *Old Dominion University*

Kate Broderick, *Old Dominion University*

Ellen Neufeldt, *Old Dominion University*

This session provides a structure and process for institutions that seek to make student success central to the institutional mission. The presenters will share information on the process, including the theoretical underpinnings; the role of presidential leadership; the resulting structure; and mechanisms for formative and summative evaluations of the process and its success. Participants will engage in large and small group interactions with the presenters and will emerge with valuable deliverables that may be used on their own campuses.

320 Leading Organizational Change: Igniting Leaders to Shift Culture

Convention Center 232C

Melissa Shehane, *Texas A&M University*

Bruce Brown, *Baldwin-Wallace College*

Michael Shehane, *Texas A&M University*

As advisors of student organizations, we sometimes face groups who are steeped in tradition and potentially unwilling to change. In a society where change is prevalent, how do we, as advisors, help students embrace change in their organizational microcosm? Two case studies will review how change theory can be applied to ignite leadership and influence change among departmentally driven and student-led student organizations.

321 Legal Update: Law and Regulatory Review for Senior Administrators

Convention Center 131B

Brett Sokolow, *National Center for Higher Education Risk Management*

W. Scott Lewis, *National Center for Higher Education Risk Management*

Sandra Schuster, *National Center for Higher Education Risk Management*

Campus administrators are increasingly forced to navigate an environment where the impact of legislation imposes ever greater compliance requirements on their institutions. Administrators are facing an expanding potential for personal liability, and institutional liability exposure demands more effective preventive law practices. This session is designed to provide student affairs administrators the legal context for a rapidly changing time, and with knowledge of the most recent legal expectations and tools to ensure institutional compliance and preventive practices.

322 Meaningful Residential Assistant Programming Without Traditional Event Planning

Convention Center 121B

Dean Kennedy, *University of Houston*

Thomas Burns, *University of Wisconsin, Milwaukee*

Stan Dura, *University of Nevada, Las Vegas*

Current research suggests traditional residence hall programming has a marginal educational impact on residents and does not address critical thinking, metacognitive, or problem-solving skills. Attendees will experience a paradigm shifting 'programming model' built on a foundation of metacognition designed to kindle meaningful relationships between residents and staff, stoke awareness and use of institutional resources, and ignite deeper learning.

323 NASPA Foundation - Moving the Profession Forward

Convention Center 126C

Linda Kuk, *Colorado State University*

Barbara Snyder, *University of Utah*

The NASPA Foundation continues to move the student affairs profession forward through its annual funding of research grants supporting the discovery of new knowledge and the application of knowledge to enhancing professional practice. This session will showcase funded scholars and their research. Recent grant recipients will provide brief presentations highlighting their research activity and findings.

324 Positively Influencing Compassion Fatigue

Convention Center 128A

Jeanine Ward-Roof, *Florida State University*

Kathy Guthrie, *Florida State University*

Research demonstrates that retention of new professionals in the student affairs field is low. Although there are a number of possible contributors to low-retention issues, much could be related to the increasing complexities and higher levels of crisis management experienced in our roles. Many professionals, when faced with increased crisis management and complex helping, suffer from what is known as compassion fatigue. Join the presenters as they discuss the research they have completed on this topic, including how much is known about compassion fatigue in student affairs circles, what is being done to combat the issues, and how student affairs professionals are managing their personal and environmental exposure to the topic.

325 Putting Our Best Foot Forward: A View Through Policy and Practice

Convention Center 225A

Neal Lipsitz, *College of the Holy Cross*

Eileen Berger, *Harvard University Graduate School of Education*

Scott McAward, *University of Utah*

Kaela Parks, *University of Alaska Anchorage*

Melanie Thompson, *Northern Illinois University*

A panel of professionals within the field of disability services will present best practices that have enabled them to bring out the best in their students. Approaching disabilities and disability services proactively and positively is essential to student success. These experts will address faculty involvement, course accessibility, technology, administrative issues, mental health concerns, the role of collaboration, positive psychology, strengths development, student transitions, and legal issues. Time will be reserved for open discussion.

326 Reflection and Service: Unsung Heroes in the Development of Meaning

Convention Center 232A

Sharyn Slavin Miller, *Azusa Pacific University*

Jazmin Dantzler, *Azusa Pacific University*

Carol Lundberg, *Azusa Pacific University*

How do students develop a sense of meaning in life, peace, and centeredness amidst a changing and often chaotic world? Recent findings suggest that reflection and service contribute strongly to these outcomes, though their use in student affairs is not extensive. This interactive session includes a brief review of literature, discussion about the effective use of reflection and service, and a set of promising practices that are transferable to multiple settings.

328 Socializing New Professionals: Leading the Way to a Smooth Entry

Convention Center 231C

Kara Lombardi, *Ohio University*

As a profession, we spend a significant amount of time exploring the role graduate school plays in preparing new professionals, as well as orientating new professionals to their roles and the student affairs profession. But what role do pre-entry experiences, such as recruitment, selection, and pre-hire communications have in socializing new professionals? How do new professionals interpret their experiences with the recruiting process and pre-entry interactions with their new organizations? This session will explore the anticipatory socialization literature and discuss implications for higher education, with a specific focus on student affairs professionals.



329 Student and Staff Impact: Cultivating Gender-neutral Housing

Convention Center 228B

Lindsey Marx, *Ohio University*

Liz Green, *Southern Oregon University*

Amanda Hobson, *Ohio University*

Discover the potential impact empowered students can have on your campus, by learning about the development of gender-neutral housing (GNH) and the role dynamic students and staff can play in implementing change that has the potential to impact an entire campus. Explore the challenges and opportunities encountered during the proposal and implementation of GNH at Ohio University and Southern Oregon University. Presenters will share experiences from the planning phase through the implementation and assessment cycle. Participants will also have the opportunity to pose questions and explore the potential for GNH at their respective institutions.

330 Student Persistence for the Creative-minded Student

Convention Center 125

Greg Naylor, *University of the Arts*

Students attending specialized colleges and universities, such as a comprehensive arts institution, comprise a small but important part of the overall college student population. Typical persistence efforts have been geared toward students at traditional colleges and universities and may not meet the needs of this specific population. This session will help to identify those needs while examining specific plans and initiatives aimed at the retention and success of the creative-minded student population.

331 The Ethics of Social Networking: An Unfolding (Uncertain?) Future

Convention Center 131C

Gail Rooney, *University of Illinois at Urbana-Champaign*

Brian Farber, *University of Illinois at Urbana-Champaign*

Katie Flint, *University of Illinois at Urbana-Champaign*

Social media permeates our profession. Student affairs professionals embrace social networking to connect with students, colleagues, and external audiences. Yet, ethical implications are abundant. Few guidelines have been offered to deal with such issues as access, confidentiality, dual relationships, and equitable treatment. This session offers an opportunity to dialogue with colleagues regarding strategies for ethical practice as we use social networking in student affairs. Case studies will stimulate discussion.



332 The NASPA/ACUI Student Union Study: Findings and Implications for Practice

Convention Center 222B

Annemieke Rice, *Campus Labs*

Tisa Mason, *Fort Hays State University*

Veronica Riepe, *University of Nebraska*

Students from over 50 institutions (n=24,000+) responded to the NASPA/ACUI Student Union Study as part of the NASPA Assessment & Knowledge Consortium. In this session, the presenters will share national findings related to student union utilization, outcomes, satisfaction, and student employment. A panel will discuss applied examples of how participating campuses have utilized the national and institutional data to demonstrate the impact of unions on student learning, growth, and development.



334 Unpacking Our (Dominant) Knapsacks for Social Change

Convention Center 124A

Craig Elliott, *Samuel Merritt University*

becky martinez, *Infinity Martinez Consulting*

Many student affairs professionals have spent time understanding their social identities and learned to dialogue across difference. Few have fully explored the personal identities that bring privilege and dominance and how they may contribute to oppressive systems and/or shape effectiveness on campus. The purpose of this session is to provide a framework for engagement in dialogue with other professionals, explore dominant group identities, discuss methods to influence change, and gather best practices.

335 Where Does Assessment Fit on Your Professional Competency Map?

Convention Center 121C

Allison Crume, *Florida State University*

Ladanya Ramirez Surmeier, *Florida State University*

Assessment, evaluation, and research continue to be elusive and intangible for many student affairs professionals. The presenters will examine strategies for integrating assessment, evaluation, and research into every student affairs role. In addition, they will discuss the importance of staff training to ensure competency at all levels.

332a The Talent Pipeline: Identify and Hire Learning-focused Student Affairs Leaders

Convention Center 127A

Ellen Heffernan, *Spelman & Johnson Group*

Brad Bankhead, *Colorado Mountain College*

What is the future of student affairs work as it pertains to creating an organization that enhances student learning? Our students, the national debate about outcomes, and the need for accountability and assessment are changing what is required of a student affairs leader. This session will focus on identifying the key elements of the "new" student affairs division—institutional learning outcomes, tactical assessment, and retention/completion; will identify the skills required of emerging student affairs leaders; and will discuss how to recognize this kind of critical talent in a search process.

333 Town Hall Meeting: Setting NASPA's Public Policy Agenda

Convention Center 124B

Rebecca Mills, *Touro University - Nevada*

Lisa Erwin, *University of Minnesota Duluth*

Kandy Mink Salas, *California State University, Fullerton*

As the leading voice for the student affairs profession, NASPA set a goal to 'lead advocacy efforts that shape the changing landscape of higher education.' In order to maximize the effectiveness of NASPA in influencing change, the Public Policy Division will convene interested members to discuss how best to influence the national agenda on issues of importance to our profession and the students we serve. This discussion will help ensure a strategic focus on issues and effective use of resources.

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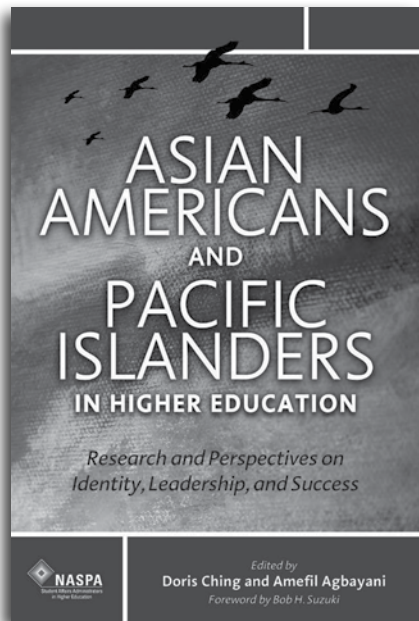
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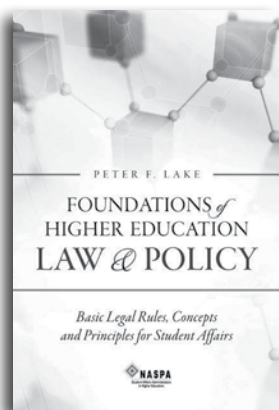
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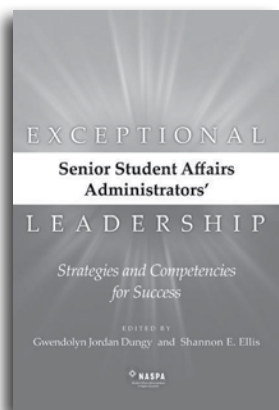
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11:30 a.m.–12:30 p.m.


Advising and Helping

	#	Title	Room
	338	Assessment Initiatives to Address Students of Concern	Convention Center 227B
	339	Be Gay . . . Just Not Here: Challenges of Black Gay Men at HBCUs	Convention Center 225B
	347	Effects of Racial Microaggressions on Asian American Students	Convention Center 226A
	348	Engaging First-year Students in Career Development	Convention Center 222C
	351	From Red Tape to Red Carpet: Promoting Academic Success	Convention Center 232B
	368	Sustained Service: Opening a Student Food Pantry on Your Campus	Convention Center 124A
	369	Targeted Population-level Alcohol Abuse Prevention at Clemson	Convention Center 131C


Assessment, Evaluation, and Research

	#	Title	Room
	336	A Guide for Creating a Four-year Residential Experience	Convention Center 228A
	338	Assessment Initiatives to Address Students of Concern	Convention Center 227B
	344	Curiosity: A Key to Understanding High-achieving Students	Convention Center 225A
	346	Diversity at Faith-based Institutions: It's About the Mission	Convention Center 131A
	356	Integrative Learning: Lifelong Learning, Leading, Social Change	Convention Center 232A
	359	Lessons from a Systemwide Survey of Satisfaction and Engagement	Convention Center 127A
	365	SOARing to New Heights: Measuring the Learning of Student Leaders	Convention Center 132C
	367	Student Civic Engagement: What Does it Mean to Student Affairs?	Convention Center 222B


Equity, Diversity, and Inclusion

	#	Title	Room
	337	Are You a Farmer or a Planter? Growing a M.E.N. Program	Convention Center 226B
	339	Be Gay . . . Just Not Here: Challenges of Black Gay Men at HBCUs	Convention Center 225B
	340	Bystander Intervention: Application to Combat Racism and Homophobia	Convention Center 127C
	342	Components of Native American College Student Success	Convention Center 126A
	346	Diversity at Faith-based Institutions: It's About the Mission	Convention Center 131A
	347	Effects of Racial Microaggressions on Asian American Students	Convention Center 226A
	349	Female Student Affairs Professionals: Three Shifts, One Life	Convention Center 226C
	352	Help for the Journey: Thriving Among SistaDocs	Convention Center 121B
	355	In or Out? Insider/Outsider Dynamics in Leadership and Advocacy	Convention Center 222A
	366	Strategies for Increasing Students of Color in Study Abroad	Convention Center 128A
	368	Sustained Service: Opening a Student Food Pantry on Your Campus	Convention Center 124A





History, Philosophy, and Values

	#	Title	Room
	353	Igniting Leadership Through Jesuit Values	Convention Center 227A

Human and Organizational Resources

	#	Title	Room
	341	Can You Spare Some Change? Reassessments During the Job Search	Convention Center 232C
	343	Comprehensive Veterans Services: Serving the Whole Veteran	Convention Center 228B
	355	In or Out? Insider/Outsider Dynamics in Leadership and Advocacy	Convention Center 222A
	357	It's a Whole New Ball Game: Supervision of Administrative Staff	Convention Center 132A
	361	Managing Millennials: Exploring Intergenerational Supervision	Convention Center 125
	370	Ten Years at the Top: SSAOs Reflect on the Last Decade	Convention Center 127B

11:30 a.m.–12:30 p.m.

Law, Policy, and Governance			
	#	Title	Room
	350	FERPA Overview and Update	Convention Center 124B
	363	Promising Practices, Problematic Policies: Serving Veteran and Military Students in an Ever-changing Higher Education Landscape	Convention Center 122A
Leadership			
	#	Title	Room
	342	Components of Native American College Student Success	Convention Center 126A
	344	Curiosity: A Key to Understanding High-achieving Students	Convention Center 225A
	345	Developing Administrators for Community Colleges	Convention Center 128B
	349	Female Student Affairs Professionals: Three Shifts, One Life	Convention Center 226C
	353	Igniting Leadership Through Jesuit Values	Convention Center 227A
	354	Igniting Student Leadership by Tracking Cocurricular Involvement	Convention Center 121C
	358	Kindling the Embers of Leadership Over Dinner	Convention Center 231C
	360	Living the Questions: Wellness and the Self-authored Student Leader	Convention Center 231B
	371	The Power of Possibility for Affecting Positive Change	Convention Center 126C
Personal Foundations			
	#	Title	Room
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	361	Managing Millennials: Exploring Intergenerational Supervision	Convention Center 125
Student Learning and Development			
	#	Title	Room
	336	A Guide for Creating a Four-year Residential Experience	Convention Center 228A
	337	Are You a Farmer or a Planter? Growing a M.E.N. Program	Convention Center 226B
	345	Developing Administrators for Community Colleges	Convention Center 128B
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Tuesday, March 13

11:30 a.m.–12:30 p.m.

336 A Guide for Creating a Four-year Residential Experience

Convention Center 228A

Andrew Wilson, *Emory University*

Colleen DeBeasi, *Emory University*

Ben Perlman, *Emory University*

Andrea Trinklein, *Emory University*

How can a housing program effectively serve students across each year of residence? Session attendees will learn how to intentionally link each year in college to the next to create a seamless four-year experience by creating learning outcomes, executing strategic programmatic interventions, and conducting assessment. Specifically, the presentation will focus on how Emory University links the residential-based First Year and Second Year at Emory programs with experiences for juniors and seniors living on campus.

336a ADA Compliance Update from the U.S. Department of Education

Convention Center 131B

Jim Long, *U.S. Department of Education, Office for Civil Rights*

A senior attorney for the Office of Civil Rights will provide an overview and answer questions regarding ADA compliance needs in light of recent letters discussing the Americans with Disabilities Act Amendments Act of 2008, Title II of the Americans with Disabilities Act, (ADA) and Section 504 of the Rehabilitation Act in the context of students with disabilities.

337 Are You a Farmer or a Planter? Growing a M.E.N. Program

Convention Center 226B

Cranston Forté, *Paradise Valley Community College*

Ken Clarke, *Paradise Valley Community College*

Jason Martinez, *Estrella Mountain Community College*

Sandra Miller-Holst, *Paradise Valley Community College*

The Paradise Valley Community College Male Empowerment Network (M.E.N.) program is formed by collaboration between administration, faculty, staff, and students, in connection with the Maricopa County Community College Districts' Minority Male Initiative. The program creates an inclusive peer group that is designed to increase and improve enrollment, retention, and degree completion/transfer rates of male students of various backgrounds. This presentation will highlight the roles of administration, faculty, and staff to ensure the academic and personal success of these male students.

338 Assessment Initiatives to Address Students of Concern

Convention Center 227B

Eric Norman, *Indiana Purdue Fort Wayne*

Emily Hester, *Louisiana State University*

Jennifer Oxtoby, *Indiana University Purdue University Fort Wayne (IPFW)*

Assessment is a cornerstone for student affairs practices. It guides and influences decision making. With increased efforts to substantiate resources, data-driven information is both desired and necessary. There is also an increased focus and need to improve graduation and persistence rates across higher education institutions. How do student affairs practitioners best choose a course of action to influence change on campus? This program will discuss the processes and instruments used to identify and positively impact student behaviors that lead to student success, while looking for warning signs for early interventions.

339 Be Gay . . . Just Not Here: Challenges of Black Gay Men at HBCUs



Convention Center 225B

Terrell Strayhorn, *The Ohio State University*

Very little research, to date, has focused on the experiences of Black gay men who attend historically Black colleges and universities (HBCUs). Drawing from a multiyear, multi-institutional qualitative study, the presenter will break new ground on this topic by revealing the ways in which Black gay men at HBCUs experience college, negotiate academic and social environments, and navigate four major challenges that they face: homophobia/harassment, invisibility/marginalization, lack of family support, and identification issues. Recommendations for educational policies and practices to enable the success of gay men at HBCUs will be highlighted.

340 Bystander Intervention: Application to Combat Racism and Homophobia

Convention Center 127C

Art Munin, *DePaul University*

Vijay Pendakur, *DePaul University*

Bystander intervention initiatives are designed to empower bystanders to intervene and assist others in dangerous or harmful situations. These techniques have proven effective in combating sexual and domestic violence, yet are not often used in diversity education. This session will teach participants how to apply the central tenets of bystander intervention in training students to challenge racism and homophobia.

341 Can You Spare Some Change? Reassessments During the Job Search



Convention Center 232C

Ann G. Knoerzer, *University of Florida*

Kelly J. Bailey, *Arizona State University*

No two job searches are alike, but within every job search exists room for reflection and reassessment. This session will focus on the trials, tribulations, and reevaluations that often affect graduate students and young professionals in the midst of their job searches. Participants will be asked to consider the potential prospects and obstacles they might encounter within their search and develop a plan for implementing change into their search if needed.

342 Components of Native American College Student Success

Convention Center 126A

Stephanie Waterman, *University of Rochester*

Absent positive media visibility, Native Americans are often invisible, making them vulnerable to racism, stereotyping, and misrepresentation. Because Native Americans make up one percent of all college students nationwide, statistical reporting is problematic, often leaving them out of national reports. This session will discuss components of Native American college student success based on the author's research and a recent review of the literature.

343 Comprehensive Veterans Services: Serving the Whole Veteran

Convention Center 228B

Amanda Erdmann, *University of Minnesota*

Veterans services, an area of student affairs that continues to evolve and change, often struggles through compartmentalized services, limited resources, and bureaucratic challenges. With the number of veterans returning to the classroom steadily increasing, it's more important than ever to provide veterans the comprehensive, holistic, and intentional support they need to be successful in college. This topic will be discussed in further detail, and attendees will be provided with examples of best practices in serving student veterans.

344 Curiosity: A Key to Understanding High-achieving Students



Convention Center 225A

Eileen Hulme, *Azusa Pacific University*

Dan Green, *Carnegie Mellon University*

Kimberly Ladd, *Palm Beach Atlantic University*

Aaron Mahl, *Trinity International University*

Ryan Richardson, *Baylor University*

Matt Visser, *Azusa Pacific University*

Positive student development theory is a new lens for preparing students for a rapidly changing world by cultivating hope, curiosity, zest, and compassion. Curiosity is a foundational aspect of this theory that equips students for academic success. This session will focus on a qualitative study of high-achieving student leaders across five campuses, with practical suggestions on how to assess and develop curiosity to ignite the leadership potential of all students.

345 Developing Administrators for Community Colleges

Convention Center 128B

Erica Yamamura, *Seattle University*

Community colleges often serve as the first stop in higher education for students of color, low-income, and first-generation students. This session will share best practices from a yearlong project to enhance graduate student learning for entry-level work in student services at a community college. In particular, the presenter will explore a project-based learning model and highlight best practices. The goal of the session is to shed light on innovative pedagogy and practice to prepare students for work in an underexamined sector of student affairs.

346 Diversity at Faith-based Institutions: It's About the Mission

Convention Center 131A

Joel Perez, *George Fox University*

This session will present findings from a qualitative dissertation on four faith-based institutions. This study explored the drivers behind these institutions' diversity efforts, the role their missions played in influencing their change efforts, and whether tension existed between their missions as faith-based institutions and their desires to become more inclusive. The session should be particularly beneficial to participants who work at faith-based institutions, as well as those who are interested in learning how to sustain diversity efforts over time by linking their work to mission, history, and values.

347 Effects of Racial Microaggressions on Asian American Students

Convention Center 226A

Yvonne Hernandez, *San Diego State University*

Kimberly Davalos, *San Francisco State University*

Higher education has an important role in creating an inclusive, socially just atmosphere. Participants will learn how to identify and combat racial microaggressions towards students of color. Specifically, the experience of Asian American students will be discussed, with an emphasis on the relationship between racial microaggressions, psychological distress, and the ability to become acclimated to the campus climate.

348 Engaging First-year Students in Career Development



Convention Center 222C

Karin Asher, *University of Pittsburgh*

Ryan Sweeney, *University of Pittsburgh*

First-year students are not a traditional audience for career services outreach, but they stand to benefit a great deal from such efforts. Early engagement in the career development process not only benefits students' career planning, but also creates stronger candidates upon graduation. This program will share unique outreach efforts used at the University of Pittsburgh to engage new students through personal attention and relevant programming, including the positive impact this approach has had on first-year student participation.

349 Female Student Affairs Professionals: Three Shifts, One Life

Convention Center 226C

Susan Spangler, *Kanawha Valley Community and Technical College*

Women have made significant advancements in higher education, particularly in the area of student affairs; yet, women are less likely to remain in the field than their male counterparts. Research presented in this session will be based on a dissertation that examined the lives, perceptions, and experiences of six midlevel female student affairs administrators as they worked to balance motherhood and student affairs work. Results indicate a need for future research to identify practical implications in the field of student affairs. The presenter/researcher will also share the need to redefine what it means to be successful in student affairs at both the campus and the national association level.

350 FERPA Overview and Update

Convention Center 124B

LeRoy Rooker, *AACRAO*

The presenter will provide useful information about balancing privacy concerns with the overall safety and well-being of the campus community. The session will contain a discussion on FERPA as well as recently issued resources, opinions, and findings issued by the Family Compliance Office from the U.S. Department of Education.

351 From Red Tape to Red Carpet: Promoting Academic Success

Convention Center 232B

Melissa Raap, *University of Washington*

Maddy Day, *University of Washington*

Staff from the University of Washington's Champions Program will share information and facilitate a dialogue around the topic of increasing access and success for foster care alumni in higher education. This presentation will highlight how colleges and community organizations can build partnerships that lead to supporting youth as they transition into higher education. The presentation will also focus on promoting advocacy and educating community organizations and colleges about the resources available to foster care alumni.

352 Help for the Journey: Thriving Among SistaDocs

Convention Center 121B

Tiffany Davis, *University of Georgia*

Tonya Baker, *University of Georgia*

LaQuesha Foster, *University of Georgia*

Shauna Hemingway, *University of Georgia*

Christa Porter, *University of Georgia*

As Black, female doctoral students learn to negotiate the doctoral process and their personal lives, it is understood that their 'juggling act' includes more than classes, studies, and professors. They are also sisters, daughters, wives, and mothers. Panelists will not only share personal accounts of their journey to the PhD and discuss various factors affecting Black women's experiences in doctoral programs, but also examine the role that support systems and networks have on those experiences.

353 Igniting Leadership Through Jesuit Values

Convention Center 227A

Kevin Cleary, *University of Arizona*

Kelsey Stockton, *Marquette University*

Jesuit institutions pride themselves on transformative education. Particularly, they aim to assist students in vocational discernment as it relates to membership in a greater community. Student affairs professionals can put Jesuit values into practice regardless of institutional type. This presentation will demonstrate how such values apply universally to holistic student growth and development, particularly as it relates to advising.

354 Igniting Student Leadership by Tracking Cocurricular Involvement

Convention Center 121C

Catie McCorry-Andalis, *The University of Texas at El Paso*

Charles Gibbens, *The University of Texas at El Paso*

The University of Texas at El Paso is on the forefront of becoming the first national research university with a 21st-century student demographic. In order to assist these unique students, the university has created Mine Tracker—a program that incorporates a comprehensive cocurriculum with a detailed computer software program to guide and track student engagement outside of the classroom. This session will detail the planning, institutional buy-in, software partnership, and execution of the Mine Tracker program.

355 In or Out? Insider/Outsider Dynamics in Leadership and Advocacy



Convention Center 222A

Kathy Collins, *Texas A&M University*

Sara Bendoriatis, *American University*

Jennifer Ford, *Texas A&M University*

Ryan Kubec, *University of Michigan*

Frequently associated with social science research efforts, insider/outsider dynamics can be found in student affairs when leaders are not part of the population of students with whom they will be working. Examples include a White person leading multicultural student services or a man working in the Women's Center. The program will feature a panel of individuals who will examine the challenges and privileges that come with insider/outsider dynamics.

356 Integrative Learning: Lifelong Learning, Leading, Social Change

Convention Center 232A

Simone Himbeault Taylor, *University of Michigan*

Taryn Petryk, *University of Michigan*

Dave Waterhouse, *University of Michigan*

Integrative learning can be leveraged to maximize students' capacity for becoming fully contributing leaders within society and achieving maximum personal fulfillment. This presentation guides attendees through the framework for integrative learning and discusses the pivotal role of student affairs to advance integrative learning. Portfolio pedagogy is described as one key strategy for advancing integrative learning and efforts to date—with supporting data to implement it—are shared. Attendees will have the opportunity to explore reflective processes.

357 It's a Whole New Ball Game: Supervision of Administrative Staff

Convention Center 132A

Leslie Merrill, *University of Miami*

Leslie Nevins, *University of Miami*

This session is an overview of 'need to know' supervisory skills, including how to be 'in tune' with the employees you supervise. The presenters will provide tools for new professionals who want to enhance their supervisory skills. Attendees can expect to receive an overview of supervisory self-awareness, self-improvement, common HR practices, and overall employee satisfaction strategies and assessments.

358 Kindling the Embers of Leadership Over Dinner

Convention Center 231C

Ann Richards, *West Virginia University*

Brian Knight, *West Virginia University*

Morgan Sharpless, *West Virginia University*

This session will introduce participants to West Virginia University's recipe for student development. Interacting with students around the dinner table, faculty and staff have witnessed the transformation of individual students from bland to bold. This presentation will highlight the leadership philosophy used to develop programming, the student development theories utilized, as well as insights into how staff assists students in gaining a deeper sense of self so that they may become student leaders in their assigned residence hall.

359 Lessons from a Systemwide Survey of Satisfaction and Engagement

Convention Center 127A

Andrea Dowhower, *Penn State University-University Park*

Blaine Steensland, *Penn State University - Berks*

Penn State, a collection of 20 undergraduate campuses with nearly 80,000 students, takes its assessment seriously. Every three years, a sample of Penn State undergraduates is surveyed to learn about their experiences and satisfaction, and to provide diagnostic information that can be used to inform improvements to programs and services. This presentation discusses the purpose and results of that ongoing assessment, the dissemination of information across campuses, use of those results, and the logistics behind conducting a large systemwide assessment.

360 Living the Questions: Wellness and the Self-authored Student Leader

Convention Center 231B

Michele Murray, *Seattle University*

Jena Eberly, *Loyola University Chicago*

Emerging adulthood, the period from the late teens through the mid-twenties, is an age of endless possibilities, full of hopes, expectations, and undecided direction. Student affairs professionals working with this population often see students in challenging transitions, discerning everything from their next roommate to their future career. This workshop will explore the critical role student affairs professionals play in helping students cope with the new stressors and transitions of emerging adulthood. By understanding the relationship between self-authorship and vocational discernment, student affairs professionals can better respond to students' needs and help them more clearly define their own measures for vocation, leadership, and success.

361 Managing Millennials: Exploring Intergenerational Supervision

Convention Center 125

Kristan Cardinali, *University of South Carolina*
Michelle Navas, *University of Virginia*

Looking at the tiers in supervisory chains, it quickly becomes apparent that there are many generations represented. Each of these generations possesses unique characteristics, which can lead to a lack of understanding that causes breakdowns in communication and differences in opinion. This session will explore challenges that supervisors face, particularly in supervising millennial students and new professionals, and will share best practices that campuses are using to maximize effectiveness and efficiency in the intergenerational work place. Using large-group discussions and 'poll everywhere' texting, audience members will have an opportunity to expand their understanding of millennial students in the workplace.

363 Promising Practices, Problematic Policies: Serving Veteran and Military Students in an Ever-changing Higher Education Landscape



Convention Center 122A

Lesley McBain, *American Association of State Colleges and Universities*

Kathryn Snead, *Servicemember Opportunity Colleges*

As the wars in Iraq and Afghanistan draw down, more veteran and military students are entering higher education. As a result, new federal and state policies meant to assist them have created a fluid—and often contradictory—landscape that student affairs professionals must navigate. This session will outline the most recent veteran and military student-related policy issues (federal, state, and institutional) affecting campuses, and provide examples of promising institutional practices emerging in response to these interactions.

364 Publishing in NASPA's Scholarly Journals

Convention Center 231A

Marilyn Amey, *NASPA Journal About Women in Higher Education*

Leanne Perry, *NASPA Journal About Women in Higher Education*

Alyssa Rockenbach, *Journal of College and Character*

Matthew Wawrzynski, *Journal of Student Affairs Research and Practice*

Patience Whitworth, *Journal of Student Affairs Research and Practice*

Innovative ideas must be published on a regular basis to provide the foundation necessary for successful student affairs practice. Join the editors of NASPA's three journals—*Journal of Student Affairs Research and Practice*, *Journal of College and Character*, and *NASPA Journal About Women in Higher Education*—to learn how you can contribute to student affairs scholarship.

365 SOARing to New Heights: Measuring the Learning of Student Leaders

Convention Center 132C

Ladanya Ramirez Surmeier, *Florida State University*

Brandon Bowden, *Florida State University*

Kelly McDowell, *Florida State University*

Alyssa Zewe, *Florida State University*

A college education includes more than what goes on in the classroom. At Florida State University, student affairs staff are measuring what one particular student organization is experiencing outside of the classroom. With financial support from the National Association for Campus Activities (NACA), a research project is underway to measure three of the ten NACA Core Competencies for student leaders. Presenters will be sharing their process, including topic formation, grant application, research, and preliminary findings.

366 Strategies for Increasing Students of Color in Study Abroad

Convention Center 128A

Cameron Beatty, *Iowa State University*

Tomika Ferguson, *Indiana University-Bloomington*

Cameron J. Harris, *Indiana University-Bloomington*

Aja Holmes, *Iowa State University*

Internationalization of education and the workforce is increasing across the globe, but how are students of color faring in this globalization? Attendees in this session will be presented with data regarding the travel abroad experiences of students of color: the transformative learning which takes place for students abroad and strategies to increase the number and satisfaction of students of color who study abroad. Presenters will provide a literature review and study abroad experiences of students of color, as well as firsthand accounts of their personal experiences abroad.

367 Student Civic Engagement: What Does it Mean to Student Affairs?



Convention Center 222B

Elizabeth Proemmel, *University of Utah*

Stacy Ackerlind, *University of Utah*

Julie Tucker, *Denison University*

What are students doing to influence change in their communities? How does civic engagement affect students personally? These questions and more are addressed in the Civic Engagement Student Survey, one of the NASPA Assessment and Knowledge Consortium surveys. Come hear the results from 47 campuses nationally, learn how two campuses (one large public and one small private) are utilizing these results on their campuses, and brainstorm how you might influence change on your campus.

368 Sustained Service: Opening a Student Food Pantry on Your Campus

Convention Center 124A

Megan Janasiewicz, *University of Georgia*
Willis Chico, *University of Central Florida*

College costs are at an all-time high, and those burdened by student loan debt are calling into question the value of the money spent on a college education. What are student affairs divisions doing to ensure that they are helping students adjust to the rising cost of higher education? The University of Georgia and the University of Central Florida are addressing this immediate concern by running student food pantries on their respective campuses. Their approaches have been different but with the same intended outcome, that each student be able to focus less on filling their stomachs and more on filling their minds. This session will address the current economic climate, the two different approaches, successes and challenges, and the importance of assessment in both methods. Come learn about this new phenomenon emerging on campuses across the nation and how you can begin to map out a pantry opening on your campus.

369 Targeted Population-level Alcohol Abuse Prevention at Clemson

Convention Center 131C

Salley Ouellette, *Clemson University*
Katelin Domanski, *Clemson University*
Leasa Evinger, *Clemson University*

The transition to college for many students is a time of uncertainty, especially as it relates to navigating the pressures of alcohol in the college environment. Teaching Alcohol Abuse Prevention (TAAP) works to create an interactive environment in which first-year students engage in critical thinking regarding the challenges they might encounter. TAAP utilizes trained peer facilitators to reach all first-year students within the first several weeks of coming to campus, and contains research-based techniques such as motivational interviewing, small group social norming, bystander intervention strategies, and components of the Alcohol Skills Training Program. This session will take attendees through the logistics of reaching around 3,000 freshmen in four weeks, including necessary collaborations, facilitator training, program components, and evaluation and assessment.

370 Ten Years at the Top: SSAOs Reflect on the Last Decade

Convention Center 127B

Janet Heeter-Bass, *Muskingum University*
Trina Dobberstein, *Baldwin-Wallace College*
Robert Gatti, *Otterbein University*
Deb Heida, *Berry College*
Tim Millerick, *Austin College*
Mike Vetter, *Transylvania University*

A panel of current SSAOs from small colleges and universities will lead a dialogue about critical issues over the last 10 years and how these issues have affected their institutions. Participating panelists have all been at their institutions for the last decade and will share their unique perspectives on the struggling economy, changing enrollment patterns, cost containment, and revenue generation. Participants should have a significant background in student affairs administration and an interest in examining broad institutional issues. Significant participant involvement will be encouraged through discussions about strategic issues facing our universities, especially as it relates to financial resources and as the impact on the SSAO role now and in the future.

371 The Power of Possibility for Affecting Positive Change

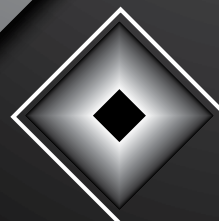
Convention Center 126C

Cathy Pales, *Powerful Purpose Leadership*

According to the leadership competency area in the *NASPA/ACPA Professional Competency Areas for Student Affairs Practitioners*, one should be able to seek entrepreneurial perspectives when planning for change. Being more entrepreneurial requires leaders to adopt a possibility-seeking point of view as opposed to a problem-solving point of view. This program will introduce participants to the possibility-seeking point of view, the actions of possibility-seeking leaders, and a model for individual and organizational change based in possibility-seeking.



Special Thanks to NASPA's 2012 Strategic Partners.



NASPA


Student Affairs Administrators
in Higher Education

111 K Street, NE, 10th Floor, Washington, DC 20002


www.naspa.org

12:45 p.m.–1:45 p.m.


Advising and Helping

	#	Title	Room
	385	First to Know: Advising Students in Psychological Distress	Convention Center 127B
	388	Igniting a Divisionwide Strengths-based Approach to Success	Convention Center 222B
	402	Stop Ignoring the International Student!	Convention Center 232C
	403	Understanding Campus Bullying and Using Restorative Responses	Convention Center 226A
	406	What's Up Doc?: Considering and Preparing for Doctoral Studies	Convention Center 128B

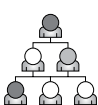
Assessment, Evaluation, and Research

	#	Title	Room
	372	A Win-Win: Pairing Graduate Coursework with Divisional Assessment	Convention Center 126A
	374	Achieving and Assessing Learning with Divisional Outcome Frameworks	Convention Center 232A
	387	If You Build It, They Will Come: Creating a Culture of Assessment	Convention Center 131A
	404	Using Data to Ignite First-year Seminar Development and Renewal	Convention Center 221B-C


Equity, Diversity, and Inclusion

	#	Title	Room
	379	Campus Culture and Creating Gender-neutral Housing	Convention Center 222A
	381	Creating a Friendlier Campus: Dual-career Couples	Convention Center 232B
	382	Cultivating Interfaith Cooperation on Campus	Convention Center 126B
	383	Directed e-Journaling as a Student Development Tool	Convention Center 125
	386	Fostering Inclusive Environments for Bi/multiracial Students	Convention Center 121C
	390	Inclusive Colleges for Students with Intellectual Disabilities	Convention Center 225A
	392	Layered Identities: Campus Climate and Queer Students of Color	Convention Center 226C
	394	Leadership Matters: Asian American Development in Student Affairs	Convention Center 225B
	395	Man-versations: A Holistic Approach to Men's Development	Convention Center 226B
	396	No One Wants to be Called 'Racist'	Convention Center 124B
	400	Soy AB 540: Californian Undocumented Student Identity Development	Convention Center 132C
	401	Spirituality: How it Impacts Thriving Among Students of Color	Convention Center 132A
	402	Stop Ignoring the International Student!	Convention Center 232C

Human and Organizational Resources

	#	Title	Room
	376	Applying Performance Consulting to Student Staffing Models	Convention Center 228A
	380	Chaos Out of Order: Finding Focus in the World of Gray	Convention Center 126C
	381	Creating a Friendlier Campus: Dual-career Couples	Convention Center 232B
	389	Igniting Leadership and Influencing Change: The Role of an AVP	Convention Center 227A
	405	Using Social Media to Create Boundary-free Communities	Convention Center 231B

Law, Policy, and Governance

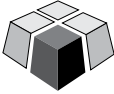
	#	Title	Room
	378	Campus Collaboration: Barriers, Advantages, and Possibilities	Convention Center 131C

12:45 p.m.–1:45 p.m.

Leadership

	#	Title	Room
	375	Applied Critical Thinking in Leadership Development Programming	Convention Center 231A
	377a	Building Bridges With Academic Affairs: New Practice Models	Convention Center 127B
	378	Campus Collaboration: Barriers, Advantages, and Possibilities	Convention Center 131C
	389	Igniting Leadership and Influencing Change: The Role of an AVP	Convention Center 227A
	393	Laying the Groundwork for Sustaining Leadership Programs	Convention Center 228B
	394	Leadership Matters: Asian American Development in Student Affairs	Convention Center 225B
	397	Partnerships as the Path to Innovative Student Experiences	Convention Center 122A
	405	Using Social Media to Create Boundary-free Communities	Convention Center 231B

Personal Foundations

	#	Title	Room
	399	Rethinking Graduate Education and Training in Student Affairs	Convention Center 132B
	406	What's Up Doc?: Considering and Preparing for Doctoral Studies	Convention Center 128B

Student Learning and Development

	#	Title	Room
	373	Academic and Student Affairs Synergy	Convention Center 221A
	374	Achieving and Assessing Learning with Divisional Outcome Frameworks	Convention Center 232A
	375	Applied Critical Thinking in Leadership Development Programming	Convention Center 231A
	376	Applying Performance Consulting to Student Staffing Models	Convention Center 228A
	377	Assessing Resident Assistant Learning: Prospective to Seasoned Staff Members	Convention Center 128A
	377a	Building Bridges With Academic Affairs: New Practice Models	Convention Center 127B
	382	Cultivating Interfaith Cooperation on Campus	Convention Center 126B
	383	Directed e-Journaling as a Student Development Tool	Convention Center 125
	384	Educate, Challenge, Pursue: Mission-minded Programming	Convention Center 121B
	388	Igniting a Divisionwide Strengths-based Approach to Success	Convention Center 222B
	391	Jesu... What? A Jesuit Teaching Model to Ignite Student Learning	Convention Center 229B
	395	Man-versations: A Holistic Approach to Men's Development	Convention Center 226B
	396	No One Wants to be Called 'Racist'	Convention Center 124B
	397	Partnerships as the Path to Innovative Student Experiences	Convention Center 122A
	398	Penn State ePortfolios: Examples of Transformative Learning	Convention Center 222C
	399	Rethinking Graduate Education and Training in Student Affairs	Convention Center 132B
	401	Spirituality: How it Impacts Thriving Among Students of Color	Convention Center 132A
	403	Understanding Campus Bullying and Using Restorative Responses	Convention Center 226A
	407	Wrappin' It Up: The Importance of Sex Ed in Higher Education	Convention Center 227B

Tuesday, March 13

12:45 p.m.–1:45 p.m.

372 A Win-Win: Pairing Graduate Coursework with Divisional Assessment

Convention Center 126A

J. Patrick Biddix, *The University of Tennessee, Knoxville*

Alessandra Brown, *The University of Tennessee, Knoxville*

Mikaela Falwell, *The University of Tennessee, Knoxville*

Jarrijon Minnett, *The University of Tennessee, Knoxville*

Melissa Shivers, *The University of Tennessee, Knoxville*

Kimberly Tanner, *Valdosta State University*

'Relevancy' is a major buzzword in higher education. Assessment and evaluation have become answers to calls for both classroom and student affairs accountability; yet, explicit examples for bridging graduate assessment coursework and divisional evaluation are scarce. This program relates evidence from three years and two institutions worth of classroom-to-practice assessment partnerships intended to produce competent graduates who generate valuable divisional assessment data. Attendees will leave with tangible resources for implementation.

373 Academic and Student Affairs Synergy

Convention Center 221A

Lua Hancock, *Stetson University*

Christopher Kandus-Fischer, *Stetson University*

In order to best reach our goals in higher education, which include the development and education of the whole student and increases in retention and graduation rates, student affairs professionals need to break down institutionally created barriers between the work of campus educators housed in academic and student affairs. This session will offer examples of shared learning outcomes, integrating student success and support services into the curriculum, and impactful joint practices. Time will also be allotted for participants to set goals for cross-university synergistic plans that will work within the specific campus cultures represented by the participants.

374 Achieving and Assessing Learning with Divisional Outcome Frameworks

Convention Center 232A

Annemieke Rice, *Campus Labs*

Dominic Barraclough, *University of Wisconsin-Platteville*

To provide cocurricular learning experiences for students, it is important to first articulate and then assess that learning—but many student affairs divisions struggle to do so. This session will outline the practice of using a learning outcome framework as recommended by leading scholars in the field. Establishing a set of divisional learning domains ensures the provision of intentional learning experiences, demystifies the composition of learning outcome statements, and guides assessment activity. Two campuses will share their unique stories.

375 Applied Critical Thinking in Leadership Development Programming

Convention Center 231A

Daniel Jenkins, *University of South Florida*

Leading critically means utilizing critical thinking skills to make informed decisions about leadership actions. In this session, the presenters will examine how student-centered experiential learning bridges thinking with action by cultivating self-regulatory judgment through the evaluation and inference of a leader's own decisions and actions. Through interactive audience participation and the sharing of practices and experiences, instructors from the Center for Leadership and Civic Engagement at the University of South Florida will demonstrate how instructors can facilitate 'leading critically' in their classrooms.

376 Applying Performance Consulting to Student Staffing Models

Convention Center 228A

Jacob Martin, *The University of Georgia*

Matt Clifford, *Wake Forest University*

Matt Imboden, *Wake Forest University*

Paraprofessional staff management, for individuals as well as a cohort of staff members, is an essential aspect of student affairs. Effective human resource management can help an organization achieve key goals, while ineffective staff management often disrupts efforts. Staff management methods gleaned from student affairs literature and practice can be limiting. This presentation, through the discussion of a case study examining resident advisor performance, will offer performance consulting as a framework for effective staff management.

377 Assessing Resident Assistant Learning: Prospective to Seasoned Staff Members

Convention Center 128A

Dean Kennedy, *University of Houston*

Research on what resident advisors (RAs) learn through their recruitment, selection, training, development, and assessment processes tends to be limited to exploring each individual process. Attendees in this session will develop specific outcomes that measure learning and an efficient strategy for assessing them across the RA position—from when a student applies through their final evaluation. While this session's context is related to RAs, strategies discussed are transferable to any student or professional position.

377a Building Bridges With Academic Affairs: New Practice Models

Convention Center 127C

Barbara Bender, *Rutgers University*

Margaret Healy, *University of North Dakota*

Tom Miller, *University of South Florida*

This participatory program will focus on strengthening partnerships with faculty to enhance student learning. The differences in expectations between faculty and student affairs administrators regarding the nature of their work with undergraduate students will be considered, and multiple models for bridging organizational boundaries will be identified and discussed.

377b Building State-of-the-Art Academic Networks to Drive Enhanced Student Engagement and Success

Convention Center 127A

Alan Cattier, *Emory University*

John Corshen, *Going On Networks, Inc.*

Emory University has hosted an online academic community as long as any higher education institution in North America. Students, faculty, and staff have been able to collaborate, socialize, and work within this online universe for nearly 15 years. Emory has recently embarked on bringing even more functionality to their academic community in order to drive further student engagement and adoption.

378 Campus Collaboration: Barriers, Advantages, and Possibilities

Convention Center 131C

Kevin Pitts, *University of Maryland, College Park*

Tammy Saunders, *University of Maryland, College Park*

Ashlei Tobin-Robertson, *University of Maryland, College Park*

David S. Williams II, *University of Maryland, College Park*

As critical incidents on campus become more complex and multilayered, student affairs departments and professionals need to ensure that their current departmental philosophy encourages interdepartmental collaboration. They also need to ensure that their response to critical incidents is one that is intentional, efficient, and collaborative. This session will demonstrate how the best and most comprehensive responses to critical incidents on campus are those that are deeply rooted in purposeful and meaningful collaborative efforts. This will be accomplished through an interactive tabletop/fictionalized simulation of a recent, widely publicized, large-scale hazing incident that occurred at a large public institution.

379 Campus Culture and Creating Gender-neutral Housing

Convention Center 222A

Carrie Kortegast, *Vanderbilt University*

Elizabeth Gaughf, *Vanderbilt University*

Sarah Kittrell, *Vanderbilt University*

James Tyger, *Vanderbilt University*

Recommendations to create more inclusive campus environments for transgender students include implementing gender-neutral housing options. While an increasing number of schools have created gender-neutral housing, little systematic information is known about the process or the impact of implementing this housing option. This program will share the findings from a study that examines the process of implementing gender-neutral housing on different college campuses, as well as the impact of these programs on residential life departments and students.



380 Chaos Out of Order: Finding Focus in the World of Gray

Convention Center 126C

Joe Boehman, *University of Richmond*

A college campus is a constantly changing landscape. New challenges, technologies, and the continual influx of new students create a 'world of gray'—an environment that defies rote answers and 'black and white' solutions. How do you plan strategically for change when every day brings new issues and distractions? The answer may be not in creating order out of chaos, but chaos out of order. This session will provide practical tips for middle managers and senior-level administrators who want to maintain focus on long-term objectives while living in the world of gray.

381 Creating a Friendlier Campus: Dual-career Couples

Convention Center 232B

Tamara Yakaboski, *University of Northern Colorado*

Matthew Birnbaum, *University of Northern Colorado*

Flo Guido, *University of Northern Colorado*

This session introduces and discusses some of the opportunities and obstacles involved with recruiting, hiring, and retaining dual-career couples in higher education institutions. The presenters will highlight a recent example to create job sharing by splitting one faculty position in the College of Education and Behavioral Science at the University of Northern Colorado.

382 Cultivating Interfaith Cooperation on Campus

Convention Center 126B

Katie Baxter, *Interfaith Youth Core*

The United States is the most religiously diverse country in the world and the most religiously devout country in the west, presenting an opportunity for institutions of higher education to engage that religious diversity to a positive end. This session will focus on the concept of interfaith cooperation and how to build a campus environment that is welcoming and respectful of religious and secular diversity. Presenters will share findings from national gatherings around religion in higher education and connect the work to current research on spiritual development and religious identity. Participants will explore how they can be advocates for interfaith cooperation.

383 Directed e-Journaling as a Student Development Tool

Convention Center 125

Cynthia F Jones, *University of Connecticut*

Rachel Larson, *University of Connecticut*

Laura Newbury, *University of Connecticut*

Ashley Reichenbach, *Chestnut Hill College*

Dennis Rouelle, *University of Connecticut*

Students' progress toward targeted developmental goals may be supported and enriched by a structured journaling experience, as demonstrated in a recent study at the University of Connecticut. Sixty students were enlisted for a directed e-journaling project that explored developmental thinking. Word analysis of the journals using NVivo provided rich data. The results of this study and the potential value of directed e-journaling as a tool to promote goal attainment in a variety of advising situations will be shared with attendees. Additionally, the concept of journaling to facilitate the 'conversation with self' that happens in the spaces between visits with an advisor may enrich and inform the process of reaching any predetermined goal.

384 Educate, Challenge, Pursue: Mission-minded Programming

Convention Center 121B

Danielle Dimoff, *University of Richmond*

Marcos Rivera, *University of Richmond*

This interactive session will focus on a new residence life programming model at Richmond College. The model supports the traditional framework of a coordinate college founded in 1840, while addressing the changing needs of a student population. The programs are based on the college's mission to educate men, and challenges students to pursue a life of purpose and focus on current environmental influences. This mission-minded approach suggests an individual's thoughts become feelings, which in turn become actions in the residential community.

12:45 p.m. – 1:45 p.m.

Tuesday, March 13

385 First to Know: Advising Students in Psychological Distress

Convention Center 127B

Julie Nelson, *North Carolina State University*

Tina Nelson, *North Carolina State University*

Sabina Vermeulen, *North Carolina State University*

Academic advisors may be the first to know when students experience psychological distress. A failed semester, a pattern of incompletes, an overreaction or emotional outburst—all may be significant indicators that a student needs support beyond advising. This roundtable discussion will help academic advisors partner with student affairs professionals to recognize warning signs of distress, communicate with students when their behavior creates concern, encourage students to seek help by taking advantage of services, coordinate the delivery of services within and across academic and student services, develop emergency responses for those in crisis, and create campus environments that promote mental health and wellness. In addition, participants will gain knowledge about providing accommodations for students who have psychological disabilities.

386 Fostering Inclusive Environments for Bi/multiracial Students

Convention Center 121C

Willie Banks, *Cleveland State University*

Miguel Hernandez, *The University of Georgia*

Michelle Robinson, *Florida State University*

For many higher education institutions, biracial students pose more questions than answers. Who comprises this population? What are their needs, and how can student affairs address them? Unfortunately, there is not one answer to these critical questions. Just as biracial individuals are complex and multilayered, so are their needs and experiences. This program will address biracial/multiracial student development, explore research that has been conducted on this population of students, and provide participants with ways to create inclusive and dynamic environments for biracial/multiracial students.

387 If You Build It, They Will Come: Creating a Culture of Assessment

Convention Center 131A

Stacey Moore, *University of Akron*

Dale Adams, *The University of Akron*

Trillah Culver, *The University of Akron*

Stephanie Myers, *The University of Akron*

Assessment in student affairs has become a staple conversation, program, and presentation topic. With increasing demands for accountability and sometimes lean resources, it is critical to create cultures of assessment with confidence in student affairs divisions. In this session, the presenters will describe the culture of assessment they have intentionally created at one institution, including the manner in which they have done it and all of the interconnected elements of this new assessment culture.

388 Igniting a Divisionwide Strengths-based Approach to Success

Convention Center 222B

Adrain Smith, *University of Arkansas*

Judd Harbin, *University of Arkansas*

Daniel Pugh, *University of Arkansas*

Kyle Robinson, *Gallup Organization*

A StrengthsQuest-based approach to student development indicates that students can improve their academic performance and persistence to graduation by building upon their greatest talents. This session highlights the key concepts, strategies, and commitment to linking and aligning the Division of Student Affairs' mission, vision, and goals at the University of Arkansas for a strengths-based learning experience that ensures students' academic and personal success.

389 Igniting Leadership and Influencing Change: The Role of an AVP

Convention Center 227A

Amy Hecht, *Auburn University*

Brandi Hephner LaBanc, *Northern Illinois University*

Karen Warren Coleman, *University of Chicago*

Kelly Wesener Michael, *Northern Illinois University*

Assistant and associate vice presidents (AVPs) hold a unique leadership role that requires them to represent the vision of the vice president while, at the same time, establishing themselves by as leaders capable of 'igniting and influencing change.' Many are attracted to the AVP position but don't understand its purpose. This interactive session will explore topics pertinent to AVPs, such as networking, navigating politics, work/life balance, and career advancement.

390 Inclusive Colleges for Students with Intellectual Disabilities

Convention Center 225A

Amy Vander Busard, *The University of Iowa*

The University of Iowa REACH Program is a two-year, inclusive program for students with intellectual disabilities. A model program, REACH empowers young adults to become independent, engaged, and self-determined members of the community. This interactive lecture-discussion will explore the opportunities and challenges of creating a sustainable certificate program within the university community. Various program models and implementation considerations will be highlighted, and essential partnerships, liability, outcomes, and other issues will be discussed.

391 Jesu... What? A Jesuit Teaching Model to Ignite Student Learning

Convention Center 229B

Shannon M Taylor, *Loyola Marymount University*

Helen Alatorre, *Loyola Marymount University*

Andrea Niemi, *Loyola Marymount University*

How can a 450-year-old teaching model ignite student learning today? The Ignatian Pedagogical model is a practical approach to student programming, advising, and student organization event planning. This session will explore the cornerstones of the model and its application at secular, religiously affiliated, and faith-based institutions.

392 Layered Identities: Campus Climate and Queer Students of Color

Convention Center 226C

Khristian Kemp-Delisser, *University of Vermont*

This session will share the results of a qualitative study of the perceptions of campus climate of queer students of color at a predominantly White institution in the Northeast. Interview data revealed insight into the impact of campus climate on students' self-advocacy, microaggressions, familial pressures, and campus involvement. This session offers lessons for educators interested in creating spaces that are welcoming for students holding multiple competing and complimenting marginalized identities.



393 Laying the Groundwork for Sustaining Leadership Programs

Convention Center 228B

Kristen Young, *LeaderShape, Inc.*

Kristen Hyman, *LeaderShape, Inc.*

Providing the best experience possible for college students to learn about themselves and others is a common theme that drives most leadership development programs. The challenge often exists in sustaining these programs as budgets get tighter and resources become scarcer. What steps must be taken to sustain the programs that are created? This program will focus on providing some of the answers and tools needed to lay the groundwork for sustaining these valuable programs.

394 Leadership Matters: Asian American Development in Student Affairs

Convention Center 225B

Dan Tzuang, *University of California at Irvine*

Anne Chan

Daren Mooko, *Pomona College*

Thomas Parham, *University of California, Irvine*

Mary Ann Takemoto, *Cal State University, Long Beach*

The under-representation of Asian Americans and Asian American Pacific Islanders (AAPI) in higher education administration, while improving, remains a persistent challenge. Systemic, individual, and cultural issues are part of the multifactorial origin of this challenge. This program offers a comprehensive analysis of the issues and presents innovative solutions that can be implemented at any campus. Participants will get to share their experiences, exchange ideas, and will leave with strategies for developing AAPI leadership in their own institutions.

395 Man-versations: A Holistic Approach to Men's Development

Convention Center 226B

Philip Badaszewski, *University of Georgia*

Sam Al-Khoury, *The Ohio State University*

Curtis Dugar, *The Ohio State University*

Development of college men intrigues many professionals on college and university campuses. Though sexual violence prevention is common in initiatives for men, practitioners are finding success by shifting to holistic men's development programming. At Ohio State University, staff established a collaborative focusing on the individual male student to increase self-awareness and connection to the campus community. Attend this session to learn about men's developmental issues and how to create and implement a program to address these concerns.

396 No One Wants to be Called 'Racist'

Convention Center 124B

Annemarie Vaccaro, *University of Rhode Island*

Melissa Camba, *University of Rhode Island*

In this session, the presenters will share findings from a qualitative study of White students and students of color enrolled in a leadership course about race. Participant's fears of 'sounding ignorant,' 'being racist' and 'harming relationships' kept them from engaging in candid discussions about race. The complexity of intergroup and intragroup race interactions will be juxtaposed with the need for candid race dialogues in cultivating campus change.

397 Partnerships as the Path to Innovative Student Experiences

Convention Center 122A

Jeff Orgera, *University of Arizona*

Karen Kaye, *Baldwin-Wallace College*

Robin Wisniewski, *University of Arizona*

This session shares how a private liberal arts college and a large land grant university brought academic and student affairs colleagues together to create distinctive campuswide programs. A graduate program in higher education leadership and a redesigned model for academic support resulted from academic and student affairs partnerships that leveraged existing resources. This session will offer strategies for helping students, departments, and institutions work together to offer innovative educational and practical opportunities.

398 Penn State ePortfolios: Examples of Transformative Learning

Convention Center 222C

Philip Burlingame, *Penn State University*

Rachel Russell, *Penn State University*

This program will feature two settings at Penn State where students are engaged in meaning-making through reflective writing in blogs and ePortfolios. Service leaders write about their volunteer and leadership experiences and student affairs master's students connect classroom and experiential learning. In both cases, student work and digital artifacts illustrate achievement of defined learning outcomes. Examples of ePortfolios with reflective writing will be featured. Assessment rubrics for feedback to students will be shared.

399 Rethinking Graduate Education and Training in Student Affairs

Convention Center 132B

Kevin Smith, *Ohio University*

Brian Heilmeier, *Ohio University*

Charlene Kopchick, *Ohio University*

The true skills needed for professionals in today's higher education landscape are often neglected in formal training programs, yet are too important to leave to chance. How, where, and how often are important topics such as strategic planning, assessment, politics, evaluation, supervision, web site design, and visual communications formally addressed in graduate education? Or, should they be? This session will explore the ways young professionals are or are not being prepared for their work in higher education through existing trainings. A problem-based learning model to better prepare graduate staff and its results will be presented and discussed along with other model examples as provided by session participants.

400 Soy AB 540: Californian Undocumented Student Identity Development

Convention Center 132C

Gabriel Chaparro, *University of the Pacific*

Ending an emotional interview with Karen, the interviewer asked who she was. Powerfully, she replied, 'My name is Karen. I am strong, confident, I am AB 540.' AB 540 refers to California legislation concerning undocumented student rights; the name has become synonymous with California students who lack documentation. This workshop begins with a presentation of AB 540 identity traits and invites student affairs professionals to take part in an open discussion of similar and noticeable trends across the country.

401 Spirituality: How it Impacts Thriving Among Students of Color

Convention Center 132A

Eric McIntosh, *The King's University College*

This session reviews the findings of a 2011 research study on student success through the outcome of student optimal functioning in three areas: learning, interpersonal relationships, and intrapersonal well-being or thriving. The presenter will focus on the unique role of spirituality in understanding pathways to thriving for African American, Latino, and Asian American college students. Lastly, recommendations for campus programming initiatives targeted to impact spirituality among students of color will be drawn from the research.



402 Stop Ignoring the International Student!

Convention Center 232C

Jonathan Wang, *University of Southern California*

Henan Joof, *University of Southern California*

Jennifer Thongnoi, *Kuwait Cultural Office*

With the explosive (and sometimes controversial) growth of international student admissions, it has become increasingly important to investigate the factors driving international students to study abroad. This general interest session will focus on three themes the presenters found while on a graduate research and study tour in Beijing, China—expectations of students travelling abroad, motivations behind their studies, and the institutional support and resources available to students at home and in their destination countries. Participants will have an opportunity to gain insight into how best to support their international students and learn about the merits of a graduate study tour.

403 Understanding Campus Bullying and Using Restorative Responses

Convention Center 226A

Molly Pierson, *Washington University in St. Louis*

Ryan Miller, *Washington University in St. Louis*

Stephanie Milner, *Washington University in St. Louis*

Bullying has left the school playground and is becoming an epidemic on college campuses. This session will discuss research on the topic of covert aggression and the devastating impact it is having at institutions across the United States. Participants will learn restorative strategies for addressing bullying, facilitating dialogue with students on the subject, and promoting positive identity development and conflict management on their own campuses.

404 Using Data to Ignite First-year Seminar Development and Renewal

Convention Center 221B-C

Mary Stuart Hunter, *University of South Carolina*

Dan Friedman, *University of South Carolina*

Mary Elizabeth Sewell, *University of South Carolina*

First-year seminars have been identified as a high-impact practice by the AAC&U's LEAP project. While most institutions offer a first-year seminar, not all are investing in the processes that make these initiatives successful. One key to success is using assessment to inform the development and support of instructors. The University of South Carolina recently reaffirmed its commitment to igniting faculty development by using collaboration and assessment to improve instruction and student success. This session describes the efforts.

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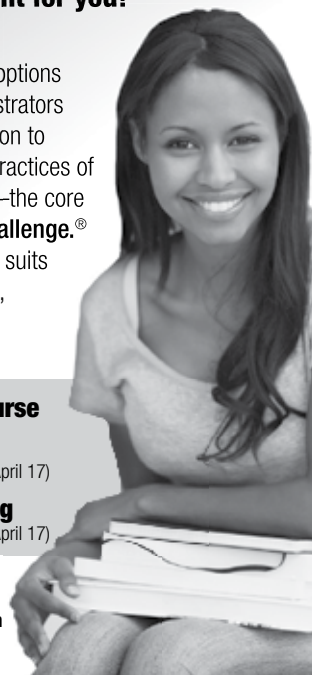
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405 Using Social Media to Create Boundary-free Communities

Convention Center 231B

Eric Nestor, *Syracuse University*

Michelle Shea, *Syracuse University*

On-campus apartment communities at Syracuse University are unique in that they span hundreds of acres, have over 1,000 individual front doors, and are free-standing buildings. Without paraprofessional staff living in apartment housing, the Office of Residence Life needed to find new ways to connect and engage the resident student population. Join the presenters as they share their work in building connected communities using Twitter, Facebook, Foursquare, and other electronic methods.

406 What's Up Doc?: Considering and Preparing for Doctoral Studies

Convention Center 128B

Rebecca Lish, *Arizona State University*

Amy A. Bergerson, *University of Utah*

Brian Burton, *University of Utah*

Nancy Crimmin, *Assumption College*

J. Lee Peters, *University of Hartford*

Jennifer D. Shea, *Arizona State University*

Are you thinking about joining the three percent of Americans who hold doctoral degrees? This session offers space for student affairs professionals and their mentors to discuss applying to and persisting in doctoral-level programs. A panel of current doctoral students and their credentialed mentors will share information about how to identify a program of study, successful strategies for completing an application, and successfully navigating the first few years of a doctoral program.

407 Wrappin' It Up: The Importance of Sex Ed in Higher Education

Convention Center 227B

Amber Manning, *Southern Illinois University*

Students experience a large amount of freedom when they enter college, at a time when many are working on solidifying their sexual identities. With the risk of sexual assault, sexually transmitted infections, unwanted pregnancy, and mental health issues, institutions must address these concerns. This session will provide an overview of college student sex culture and provide ways to construct and implement sexual education components into programming and student success courses.

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
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2:00 p.m.–3:00 p.m.

Advising and Helping			
	#	Title	Room
	417	GreekConnect: Stoking Fraternity Passion in the United Kingdom	Convention Center 226A
	422	Joint Operations: Working Together to Support Student Veterans	Convention Center 131C
	423	Leveraging Faculty Strengths for a Student Success Culture	Convention Center 132C
	425	Living Our Values: Creating and Sustaining Change in Campus Culture	Convention Center 228A
	442	Supporting Today the Leaders of Tomorrow: The Graduate Student Experience	Convention Center 227B
Assessment, Evaluation, and Research			
	#	Title	Room
	412	Closing the Loop	Convention Center 222A
	415	Experiences of College Student Women in Top Leadership Roles	Convention Center 131B
	430	Parent Involvement and Student Development: A Four-year Study	Convention Center 225B
	433	Retention Variables of African American Students at PWIs and HBCUs	Convention Center 121B
	443b	Trends from the “Glocal” Movement –Effect on the Next College Generation	Convention Center 127A
Equity, Diversity, and Inclusion			
	#	Title	Room
	409	AC4IE: Cultivating a Culture of Compassion and Dialogue	Convention Center 226B
	418	Hiring a Racially Diverse Staff: Best Practices, Lessons Learned	Convention Center 226C
	429	National Prevention Strategy: Increasing Wellness and Equity	Convention Center 222C
	432	Removing ‘Mask’ulinity’s Mask: Healthy Masculinity Development	Convention Center 121C
	441	Successful First-generation Students: What Makes the Difference	Convention Center 232A
	442	Supporting Today the Leaders of Tomorrow: The Graduate Student Experience	Convention Center 227B
	445	When Black Gay Men Interact with Church and College	Convention Center 127C
History, Philosophy, and Values			
	#	Title	Room
	413	Developing Civic-minded Colleges and Universities	Convention Center 132A
	414	Empowering Students Through Shared Leadership: QUEST Admissions	Convention Center 221B-C
	416	Facebook, Cocurricular Involvement, and Their Relationship Status	Convention Center 221A
	427	NASPA Hardee Dissertation-of-the-Year: Figuring it out: A Grounded Theory of College to Post-college Transition	Convention Center 227A
	437	So, What Exactly is the NASPA Case Study Competition?	Convention Center 228B
Human and Organizational Resources			
	#	Title	Room
	418	Hiring a Racially Diverse Staff: Best Practices, Lessons Learned	Convention Center 226C
	424	Lighting the Fire: Drawing in Students Through Branding	Convention Center 125
	426	Managing Change from the Middle: A Panel Discussion	Convention Center 131A
	429	National Prevention Strategy: Increasing Wellness and Equity	Convention Center 222C
	436	Shifting Paradigms: Higher Education as a Business	Convention Center 225A
	438	Social Media 101 for Senior Student Affairs Officers	Convention Center 231B
	444	What’s Next? I’m a 5-Year-Old New Professional!	Convention Center 132B

2:00 p.m.–3:00 p.m.

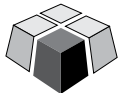
Law, Policy, and Governance

	#	Title	Room
	420	Improving Title IX Compliance Relative to Sexual Misconduct	Convention Center 122A


Leadership

	#	Title	Room
	408	A Strengths-based Approach to Resident Assistant Training and Development	Convention Center 124B
	410	An Innovative Partnership to Strengthen Higher Education in West Virginia	Convention Center 231C
	415	Experiences of College Student Women in Top Leadership Roles	Convention Center 131B
	417	GreekConnect: Stoking Fraternity Passion in the United Kingdom	Convention Center 226A
	419	Igniting Leadership Through Meaningful Mentoring Relationships	Convention Center 128A
	421	Integrating the Residential and Commuter First-year Experience	Convention Center 126A
	426	Managing Change from the Middle: A Panel Discussion	Convention Center 131A
	436	Shifting Paradigms: Higher Education as a Business	Convention Center 225A
	436a	Small Colleges and Universities Roundtable	Convention Center 128B
	438	Social Media 101 for Senior Student Affairs Officers	Convention Center 231B
	439	Sparkling Change Through Digital Storytelling	Convention Center 229B

Personal Foundations

	#	Title	Room
	439	Sparkling Change Through Digital Storytelling	Convention Center 229B
	444	What's Next? I'm a 5-Year-Old New Professional!	Convention Center 132B

Student Learning and Development

	#	Title	Room
	408	A Strengths-based Approach to Resident Assistant Training and Development	Convention Center 124B
	411	Beyond the Classroom: Students' Perceptions of Faculty Mentors	Convention Center 231A
	413	Developing Civic-minded Colleges and Universities	Convention Center 132A
	416	Facebook, Cocurricular Involvement, and Their Relationship Status	Convention Center 221A
	421	Integrating the Residential and Commuter First-year Experience	Convention Center 126A
	422	Joint Operations: Working Together to Support Student Veterans	Convention Center 131C
	425	Living Our Values: Creating and Sustaining Change in Campus Culture	Convention Center 228A
	432	Removing 'Mask'ulinity's Mask: Healthy Masculinity Development	Convention Center 121C
	434	Seamless Learning Environments: Curriculum and Cocurriculum	Convention Center 124A
	440	Student-Institution Relationship: Influencing Student Behavior	Convention Center 126B
	443	The Importance of Saying Goodbye to Our Graduates	Convention Center 232B
	445	When Black Gay Men Interact with Church and College	Convention Center 127C

1:45 p.m.—2:30 p.m. TECHNOLOGY "UN"SESSION

The Newest Fad? Google Plus to Pinterest

Convention Center 229A

It seems like every day new social media channels are popping up. But how do you know which media to engage with and which will be tossed out the door next week? Join this unsession to talk about the core principles of social media and how individuals and institutions are using new channels such as Google Plus, Pinterest, and others in new and interesting ways.

Tuesday, March 13

2:00 p.m.–3:00 p.m.

408 A Strengths-based Approach to Resident Assistant Training and Development

Convention Center 124B

Evan Maloney, *College of the Holy Cross*

Ryan Darling, *College of the Holy Cross*

Marissa Geraghty, *College of the Holy Cross*

Chuck Stanley, *College of the Holy Cross*

As noted by Rath and Conchie (2008), 'Without an awareness of [their] strengths, it's almost impossible for [students] to lead effectively' (p. 10). In this session, the presenters will explain how they have used Gallup's StrengthsFinder assessment as a foundation for the year-long development of student resident assistants (RAs). Using a strengths-based approach for training, evaluations, and one-on-one interactions can help RAs become more effective leaders on their halls today, and in the world tomorrow.

409 AC4IE: Cultivating a Culture of Compassion and Dialogue

Convention Center 226B

Taris Mullins, *University of North Carolina at Chapel Hill*

Deepu George, *Virginia Tech*

Shane McCarty, *Virginia Tech*

Frank Shushok, Jr., *Virginia Tech*

In the aftermath of the April 16, 2007 tragedy, a group of Virginia Tech students and a psychology professor came together to initiate a movement, *Actively Caring for Inclusive Excellence (AC4IE)*, that was designed to reinvent Virginia Tech's legacy, transform student leadership, and eventually impact the world. As one story from the movement sparked another, the tenets of *Actively Caring* have spread via wristbands to notice, thank, and recognize the interpersonal compassion of others. This session will share Virginia Tech's story of this grassroots student movement that has helped create a more inclusive campus environment and provide insights to its application at other institutions.

410 An Innovative Partnership to Strengthen Higher Education in West Virginia

Convention Center 231C

Marguerite Culp, *Maggie Culp Consulting*

Sarah Beasley, *West Virginia Higher Education Policy Commission*

The West Virginia Higher Education Policy Commission (HEPC) and Community and Technical College System (CTC) have partnered with NASPA to strengthen the role that nonclassroom support services play in increasing the number of adults in West Virginia who earn college degrees. Funded by a grant from the Lumina Foundation for Education, NASPA launched its portion of the multiyear DegreeNow initiative in 2011 with a three-day 'train the trainer' workshop for college and university leaders, followed by a series of eight-hour workshops for midlevel managers, support staff, and selected faculty. During this interactive program, representatives from the HEPC, CTC, and NASPA will discuss the collaborative process that led to the design and implementation of both workshops, describe the goals and outcomes for each, and share what they have learned about the importance of nonclassroom-based support services in increasing persistence and completion rates for adult learners.

411 Beyond the Classroom: Students' Perceptions of Faculty Mentors

Convention Center 231A

Hemlata Jhaveri, *University of Texas at Austin*

Maureen Blair, *Illinois State University*

Pedro Douglas, *California State University, Chico*

Michael Speros, *California State University, Sacramento*

Faculty-student engagement has gained national popularity as campuses have sought to create interactive environments outside the classroom. This program will examine research results from three residential campuses on the role of faculty mentors in residence halls and their impact on student growth and development. The presenters will also discuss implications for future research and practice as it pertains to faculty mentoring programs.

412 Closing the Loop

Convention Center 222A

Kathleen Dean, *John Carroll University*

Mark McCarthy, *John Carroll University*

In the assessment process, reporting is not the end goal. Collecting, analyzing, and presenting information is not enough; determining how data is actually used is a vital, and often absent, step. Using the concept of boundary spanning from the organizational behavior literature as a framework, this session will guide participants through opportunities and strategies for building capacity and engaging others throughout the assessment process in order to influence change.

413 Developing Civic-minded Colleges and Universities

Convention Center 132A

Gwendolyn Jordan Dungy, *NASPA*

Caryn McTighe Musil, *Association of American Colleges and Universities*

Frank Ardaiole, *Winthrop University*

Steve Neilson, *Rollins College*

Blending the combined strengths of student affairs and academic affairs, the 2012 national report *A Crucible Moment: College Learning and Democracy's Future* calls on higher education to make robust civic learning and democratic engagement an expected part of every student's college education. The report advocates for a civic ethos governing campus life, civic literacy and inquiry as an integral part of the curriculum and cocurriculum, and civic action as a cornerstone of practice. Join presenters in discussing how to contribute to this ambitious agenda (see www.civiclearning.org).

414 Empowering Students Through Shared Leadership: QUEST Admissions

Convention Center 221B-C

Kylie Goodell, *University of Maryland, College Park*

Nicole Coomber, *University of Maryland, College Park*

The QUEST Honors Program provides leadership opportunities and gives students a voice in their own education through participation in admissions. This session will explore QUEST's practice of student ownership as it engages audience members in a simulation and discussion about ensuring programmatic relevancy through valuing the voice of the student.



415 Experiences of College Student Women in Top Leadership Roles

Convention Center 131B

Paige Haber, *Texas State University- San Marcos*

This session discusses a qualitative research study that examined the experiences of college student women who held significant leadership roles in student organizations. The research focused on women's leadership styles and the factors that influenced how they lead, challenges and successes experienced by the women, and how gender may relate to the women's experiences. The study and its findings will be shared, with an opportunity to discuss implications for working with and supporting women in leadership roles.

416 Facebook, Cocurricular Involvement, and Their Relationship Status

Convention Center 221A

Christopher Weiss, *Indiana University of Pennsylvania*

In today's college environment, Facebook is as ubiquitous as mobile phones. Many researchers have found that cocurricular involvement is crucial to increasing student learning and development. Does Facebook assist with promoting involvement in intentionally developmental activities, or does it inhibit that participation? This presentation reports the preliminary findings of a quantitative study on the relationship between Facebook use and campus involvement. Implications for theory, practice, and further research will be discussed.

417 GreekConnect: Stoking Fraternity Passion in the United Kingdom

Convention Center 226A

Grahaeme Hesp, *Foundation for International Education*

Laurence Bolotin, *Zeta Beta Tau Fraternity, Inc.*

Scott Reikofski, *University of Pennsylvania*

A global college education is increasingly a crucial part of today's job market, and students want increased options to individualize their experiences while overseas. The United Kingdom remains the top destination for U.S. students studying abroad, and Zeta Beta Tau has just started a chapter for undergraduates in the British Midlands. This presentation discusses steps taken to keep the fraternal passion alive while students and alumni are overseas, while also igniting the uniquely North American concept of fraternities with UK students.

418 Hiring a Racially Diverse Staff: Best Practices, Lessons Learned

Convention Center 226C

Paulette Dalpes, *Kingsborough Community College*

Berenecia Johnson Eanes, *John Jay College of Criminal Justice*

Hiring a racially diverse staff is critical to the academic mission of colleges and universities. Most campuses fall short of this goal and encounter multiple barriers and underlying resistance despite apparent agreement to the priority of diversity. Through case studies and engaged discussion, participants will explore key components to hiring a racially diverse staff: developing multicultural competence among current staff, job description design, building networks, training search committees, monitoring the search, and engaging resistance.

418a Hybridity: Dissecting the Struggle of Resident Advisors of Color

Convention Center 126C

Kimberly Williams, *Syracuse University*

Yailim Rodriguez, *Syracuse University*

Cory Boone, *Syracuse University*

Vheryl Cobbina, *Syracuse University*

Ever wondered how to recruit and retain resident advisors of color without targeting students of color in uncomfortable and illegal ways? Presenters will share complex and diverse skills needed to maximize and appropriately supervise the gifts and experiences of resident advisors with diverse backgrounds.

419 Igniting Leadership Through Meaningful Mentoring Relationships

Convention Center 128A

John Hoffman, *California State University, Fullerton*

Lea Jarnagin, *California State University, Fullerton*

Katherine Saunders, *California State University, Fullerton*

Shauna Young, *University of the Pacific*

Today's diverse new student affairs professionals thrive in mentoring environments marked by a diverse array of theoretical perspectives ranging from involvement to validation, from mattering to strengths, and from cultural competence to cultural wealth. This theory and research informed session will engage new professionals with an active, tangible approach to developing more meaningful mentoring relationships.

420 Improving Title IX Compliance Relative to Sexual Misconduct

Convention Center 122A

Terry Hogan, *University of Northern Iowa*

Michelle Boettcher, *Iowa State University*

Jon Buse, *University of Northern Iowa*

David Grady, *University of Iowa*

Iowa's three public universities—Iowa, Iowa State, and Northern Iowa—joined together in 2007 to improve efforts to reduce violence against women. Funded by a Department of Justice grant, they have continued working collaboratively to improve policies, practices, and for survivors; investigations; conduct hearings; hearing officer training; and sanctioning. You'll learn how each adapted its approach and improved compliance with Title IX including, specifically, the 2011 'Dear Colleague' letter issued by the U.S. Department of Education.

421 Integrating the Residential and Commuter First-year Experience

Convention Center 126A

Brian Orefice, *University of Miami*

Danielle Howard, *University of Miami*

Seth Reder, *University of Miami*

Nearly every campus department assists first-year students as they transition into the institution. Collaborating across departments and challenging organizational boundaries, however, can sometimes prove difficult. This session will review how orientation, residential life, and commuter programs integrated their services over time to create first-year experience initiatives that serve all new students. Particular attention will be given to strategies developed to facilitate the partnership between residential and commuter programs.

422 Joint Operations: Working Together to Support Student Veterans

Convention Center 131C

Mary Waring, *George Washington University*

LeNaya Hezel, *George Washington University*

This program will delineate issues facing veterans as they transition from the military to higher education, as well as tangible steps to support veterans' academic endeavors. Through facilitated discussion, interviews with student veterans, and data generated from student veteran focus groups, this session will provide higher education professionals with effective practices in serving student veterans.



2:00 p.m. – 3:00 p.m.

Tuesday, March 13

423 Leveraging Faculty Strengths for a Student Success Culture

Convention Center 132C

Pete Englin, *Iowa State University*

Mary Jo Gonzales, *Iowa State University*

Curtis R. Youngs, *Iowa State University*

Although partnerships with academic affairs have routinely been the subject of research, student affairs professionals continue to struggle with building partnerships that impact student success. This presentation focuses on a large research university and identifies specific collaborative efforts built on a shared agenda. The outcomes of these efforts are transforming the campus culture resulting in increased retention, academic success rates, and a growing mobilization of faculty members that are responding to the holistic needs of students.

424 Lighting the Fire: Drawing in Students Through Branding

Convention Center 125

Brian Bourke, *Louisiana State University*

Michael Harris, *The University of Alabama*

In order to ignite leadership, student affairs educators have to be able to reach students, draw them in, and help them develop connections with the campus community. Helping students connect with one another is requisite to influencing change. Increasing consumerism within higher education requires thinking about things differently. The purpose of this session is to provide an overview of branding concepts and strategies that can be used throughout student affairs as a means to reach out to students and help them connect with one another.

425 Living Our Values: Creating and Sustaining Change in Campus Culture

Convention Center 228A

Marianne Magjuka, *Wake Forest University*

Mary Gerardy, *Wake Forest University*

Meghan Haenn, *Wake Forest University*

Stephen Hirst, *Wake Forest University*

In 2010, at an off-campus event, seven Wake Forest students nearly died from alcohol poisoning while celebrating the initiation of new members into Greek organizations. In the aftermath, administrators, faculty, and students developed a yearlong, holistic response, which included universitywide reflection, discussion, and collaborative action. This thoughtful and practical process enabled students to consider discrepancies between their lifestyles and the institutional values; they led the way to creating significant and impactful change in student culture. In this interactive session, we will discuss lessons learned and opportunities for growth.

426 Managing Change from the Middle: A Panel Discussion

Convention Center 131A

Eric Jessup-Anger, *University of Wisconsin - Milwaukee*

Marilyn Amey, *Michigan State University*

Jennifer Bean Adams, *SUNY Institute of Technology*

Steven Mencarini, *Elon University*

Niki Rudolph, *Michigan State University*

This panel presentation will begin with a brief overview of the current scholarship regarding the role mid-level professionals play in managing—and leading—change within organizations. Following a brief introduction, a collection of diverse midlevel professionals will participate in a facilitated conversation discussing challenges faced and lessons learned in their careers about managing change from the middle.

427 NASPA Hardee Dissertation-of-the-Year: Figuring it Out: A Grounded Theory of College to Post-college Transition

Convention Center 227A

Kirsten Freeman Fox, *Academic Initiatives for the Ohio Campus Compact*

As college educators, how do we know whether the opportunities created for students adequately prepare them for “real-world” success? The presenter will discuss findings from a recent dissertation study that explored the post-college transition for recent graduates. The session will begin with an overview of the grounded theory of college to post-college transition. Based on the findings, the presenter will discuss implications for practice and recommendations for preparing students for post-college success.

429 National Prevention Strategy: Increasing Wellness and Equity

Convention Center 222C

Jim Grizzell, *California State Polytechnic University, Pomona*

Susan Longerbeam, *Northern Arizona University*

Lynn A. Nelson Russom, *Widener University*

Twenty-five years ago, the World Health Organization identified five health promotion actions for world health. Now, three U.S. health initiatives—the National Prevention Strategy, Healthy People 2020, and Healthy Campus 2020—are invigorating health promotion with evidence-based strategies for creating healthy campuses. Participants will understand and be able to use national ‘strategic directions’ to create healthy and safe campus environments, empowered students, health equity, and collaboration with community partners.

430 Parent Involvement and Student Development: A Four-year Study

Convention Center 225B

Richard Mullendore, *University of Georgia*

Sheri King, *University of Georgia*

Alicia Peralta, *NASPA*

Patricia Rissmeyer, *Emmanuel College, Boston*

Angela Watson, *University of Massachusetts Dartmouth*

The popular media have cast today's college parents in a negative light by calling them ‘helicopters,’ ‘lawn mowers,’ and even ‘stealth fighters.’ But, is extensive parent involvement necessarily a bad thing? With funding from NASPA and the NASPA Foundation, a team of researchers have studied student development and parent involvement over a four year period at five colleges. This highly interactive session will provide participants with the final results of this longitudinal study, and an opportunity to discuss programmatic implications.

432 Removing ‘Mask’ulinity’s Mask: Healthy Masculinity Development

Convention Center 121C

Hawken Brackett, *Clemson University*

College males’ development and expression of masculinity will be discussed. Proactive measures can be taken (through partnerships between mental health services, student affairs, and academic affairs) to aid college males in their growth and understanding of self, group, and others. The following will be covered: current theories; difficulties faced by mental health professionals providing services to college males; factors that may affect a young man’s masculine identity; practical approaches for assisting men in their healthy masculinity development; and creative ideas to provide psychoeducational opportunities.

433 Retention Variables of African American Students at PWIs and HBCUs

Convention Center 121B

Raphael Moffett, *Trinity University*

The session will focus on a research study that examines the retention variables and strategies established to assist with increasing rates of retention at historically Black colleges and universities (HBCUs) and predominantly White institutions (PWIs). Both types of institutions recruit, admit, and enroll African American students; yet, both continue to struggle with retaining these students. This session is designed to focus on the research and findings of a study that investigated five major areas related to the retention of African American students at a Georgia PWI and a Georgia HBCU.

**434 Seamless Learning Environments:
Curriculum and Occurriculum**

Convention Center 124A

Patrick Lamy, *Bloomfield College*

Jennifer Troxell, *Bloomfield College*

Creating a seamless learning environment involves a sense of shared responsibility and mutual respect for the work of faculty in the classroom and the work of student affairs professionals outside the classroom to achieve successful collaborations between academic and student affairs. A number of resident and commuter students at Bloomfield College participate in the Faculty Cocurricular Innovation Grant Program. Using the college's learning goals, the program engages about 25 percent of all full-time matriculating students in cocurricular activities that are directly aligned with course content reflective of all academic disciplines.

**436 Shifting Paradigms: Higher
Education as a Business**

Convention Center 225A

Kaye Patten Wallace, *University of Toledo*

David Cutri, *University of Toledo*

Student dissatisfaction is prevalent in higher education as students' expectations grow and budgets and resources shrink. Reducing student frustration can be achieved by providing better customer service, which requires redefining how institutions look at those they serve—their students. This program highlights the methods and strategy that the University of Toledo developed to integrate university systems and operations techniques and supply an improved student experience.



**436a Small Colleges and Universities
Roundtable**

Convention Center 128B

Maggie Balistreri-Clarke, *Edgewood College*

Debbie Heida, *Berry College*

Andy Luptak, *Concordia University Wisconsin*

This session is open to all who are interested in examining current issues and trends at small colleges (fewer than 5,000 students), as determined by participants. Midlevel and entry level professionals are especially encouraged to attend to share their thoughts and concerns, as well as to hear new perspectives and ideas from small college colleagues. Senior-level professionals are invited to offer their support and expertise as well as to learn from their small college colleagues in this roundtable format.

**437 So, What Exactly is the NASPA Case
Study Competition?**

Convention Center 228B

Sonja Daniels, *California State University,
Dominguez Hills*

Susan Longerbeam, *Northern Arizona University*

Come and hear this year's New Professional and Graduate Student Case Study Competition winners present their case study analyses and answer such questions as: What is it like to participate in the Case Study Competition? How do you develop a 20-30 minute case analysis with two or three persons? What are some presentation tips and strategies for success? Most importantly, this session promises to engage participants in dialogue about a 'hot issue' in higher education and the role/purposes of student affairs from multiple perspectives - faculty, graduate students, new professionals, and seasoned administrators.

**438 Social Media 101 for Senior Student
Affairs Officers**

Convention Center 231B

Kristen Abell, *University of Missouri-Kansas City*

Eric Grospitch, *University of Missouri-Kansas City*

As more students and colleagues begin to experiment with and use social media, it is important for senior student affairs officers (SSAOs) to find ways to explore this medium that are both useful in reaching students and appropriate. This presentation will explore how SSAOs can effectively use social media to establish a positive online identity, including creating a social media strategic plan. While there will be some demonstration, the presenters' hope is to facilitate discussion among participants to identify best practices and other possible uses of social media.

**439 Sparking Change Through Digital
Storytelling**

Convention Center 229B

Laura McMaster, *Clemson University*

Jeremy DiGorio, *University of Connecticut*

Storytelling is a tradition that has been passed down through history. It is through this medium that we share our traditions, our culture, and our values. Technology now allows for an innovative way to pass the important stories of our lives on to others. Digital storytelling, therefore, provides a new medium that can be used to explore a new, dynamic level of leadership learning on our college campuses.

**440 Student-Institution Relationship:
Influencing Student Behavior**

Convention Center 126B

Karen Boyd, *University of Central Florida*

Dena Kniess, *Clemson University*

Wade Livingston, *Clemson University*

Bryan Rush, *Erskine College*

Can conduct administrators' understanding of the student-institution relationship enable them to do what matters and impact alcohol use, academic honesty, and retention on their campuses? This presentation is derived from a multicampus quantitative study that asked this question. Participants will examine research findings and explore implications for policy development, student interactions, and conduct processes that can improve their work.

**441 Successful First-generation Students:
What Makes the Difference**

Convention Center 232A

Audrey Sorrells, *The University of Texas at Austin*

Hermalinda Cavazos, *The University of Texas at Austin*

Heather Cole, *The University of Texas at Austin*

Gilbert Christopher McCray, *The University of Texas at Austin*

Richard Reddick, *The University of Texas at Austin*

This presentation will explore the experiences of first-year, first-generation honors students. Numerous research studies have focused on the difficulties of first-generation students, and on the high percentages that struggle or fail to graduate from higher education institutions. This study looks instead at first-generation students entering college in competitive honors programs and seeks to understand what makes them different and what can be learned from their experiences that might assist those who are less successful.

2:00 p.m. – 3:00 p.m.

Tuesday, March 13

442 Supporting Today the Leaders of Tomorrow: The Graduate Student Experience

Convention Center 227B

Moises Padilla, *Colorado State University*

Jennifer Nival, *Colorado State University*

Delma Ramos, *Colorado State University*

This program highlights examples of how three first-generation, low-income graduate students of color at Colorado State University have benefited because of the leadership of past graduate students. Presenters will introduce three support systems that have empowered them to influence change in their lives and helped make a difference in the lives of others. These include 'The Student of Color Network,' a graduate student organization that assists students of color in the Student Affairs in Higher Education program; 'Charlas,' a monthly lunch social where graduate students from different disciplines gather and provide support to one another; and iSAHE, an organization seeking to educate on international issues and create international opportunities for graduate students.

443 The Importance of Saying Goodbye to Our Graduates

Convention Center 232B

Matthew Couch, *The Ohio State University*

Virginia Ambler, *The College of William & Mary*

Our institutions put significant resources into welcoming students and making a great first impression. What about that last and lasting impression? Come explore the importance of programs that celebrate graduating students, and consider the impact of such activities on development, parent/family relations, alumni affairs, and community building. Presenters will share their institutions' practices and engage participants in discussing meaningful ways to mark closure and promote a sense of lifelong connection between students and their alma mater.

443a Trends from the "Glocal" Movement – Effect on the Next College Generation

Convention Center 127A

Dan Dunne, *Sodexo Global Research*

Jonathan Preciado, *Montclair University*

Glocal - global trends and how the local movement shakes us all to consider these as new trendlettes drive our decisions. At Sodexo trends are used to insure all products, services, and offers meet the customer's desires. Presenters will explore three of the Sodexo Worldwide Blue team's 14 trends that have emotional impact and resonate with college students today. These will be discussed along with syndicated results from the most recent TRU (Teen Research Unlimited) study and primary research conducted in partnership with Nielsen, as the next iteration of student desires come into focus.

444 What's Next? I'm a 5-Year-Old New Professional!

Convention Center 132B

Daniel Choi, *Polytechnic Institute of New York University*

Katie Bisang, *New York University*

Alvin Mangosing, *Loyola University Chicago*

Nekesa Straker, *New York University*

You've been a new professional for five years (or maybe longer) . . . now what? There is literature and discussions about your first job and what you need to make it as an SSAO, but no one talks about how to work toward getting a mid-level position. This session will review key areas that are important to consider as you continue your journey and prepare to move toward a midlevel position. Focused on career development strategies and the myths and realities of getting the next position, this session will discuss preparing for the next steps after your first, second, or even third entry-level position.



444a What SSAOs Need to Know from Washington: The Policy Landscape for 2012—Exclusively for SSAOs

Convention Center 232C

Kevin Kruger, *NASPA*

Rebecca Mills, *Touro University - Nevada*

Ed Whipple, *NASPA*

Brian Sponsler, *Institute for Higher Education Policy*

Join presenters for an overview of the current critical issues in higher education policy, congressional, and administration proposals that impact colleges and universities, and an assessment of the challenges that lie ahead. Topics will include the federal budget, U.S. Department of Education Office of Civil Rights initiatives, the future of student aid programs, the impact of health care reform on student health, and other breaking developments. Discussion also will center on how to help your campus respond to these policy trends.

445 When Black Gay Men Interact with Church and College

Convention Center 127C

Derrick Tillman-Kelly, *The Ohio State University*

By attending this program, participants will learn about a recent qualitative study on Black gay men and their identity development during college. Particular consideration will be given to this population's spiritual identity, while also being able to consider how our current practices impact their navigation of multiple identities.

**3:00 p.m.—3:45 p.m.
TECHNOLOGY "UN"SESSION**

Social Media: Advanced Uses, Tips, and Strategies for Student Affairs Professionals

Convention Center 229A

Social media sessions have been highlights of student affairs conferences for several years. It's now time to talk about how we have been using the tools in strategic ways to communicate and create connections with students. This unsession will be a facilitated conversation for members of the online community to share their social media best practices and advanced techniques for using social media to enhance their professional "tech-deavors." Be ready to chat, share, and learn about advanced uses of Twitter, Facebook, and YouTube...a.k.a. "The Big 3."



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Tuesday, March 13

3:15 p.m.–4:15 p.m.

Advising and Helping

	#	Title	Room
	448	Baby Talk: Educational Programming to Address Reproductive Health	Convention Center 229B
	474	Supporting and Engaging Online Students	Convention Center 222B

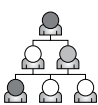
Assessment, Evaluation, and Research

	#	Title	Room
	447	An Empirical Study: Reducing Alcohol Incidents in Fraternities	Convention Center 226B
	451	Cyberbullying in Higher Education: Student Perspectives	Convention Center 231B
	452	Developing an International Student Transitional Series	Convention Center 228A
	453	Excellence in Service and Programming – Achieving Strategic Success	Convention Center 227A
	471	Program Review for Student Affairs Departments	Convention Center 222A
	477	The Q-List: A Faculty Fellows Research Agenda for the Student Affairs Profession	Convention Center 225B
	478	The Yearly Checkup: Assessing Residential Learning Communities	Convention Center 132A
	479	UBC Community Leadership: Engaging Staff in Service-Learning	Convention Center 232B


Equity, Diversity, and Inclusion

	#	Title	Room
	446	“Eagles of Estrangement”: Native American Transculturation Theory	Convention Center 126B
	450	Cultural Centers: A Pipeline to Student Affairs	Convention Center 126A
	452	Developing an International Student Transitional Series	Convention Center 228A
	456	From Authorship to Action: An Empowering AAPI Journey for Change	Convention Center 128A
	458	Identity Development of Undergraduate African American Women	Convention Center 131C
	459	Igniting Change in Student Affairs: An International Perspective	Convention Center 128B
	464	Latino Mid-managers: Bridging Cultural, Academic, and Social Gaps	Convention Center 131B
	467	Mentors in Violence Prevention	Convention Center 227B
	476	The Challenge to Care about Innovation in Developmental Education	Convention Center 221A
	480	Undocumented. Unsupported. Unacceptable.	Convention Center 122A
	481	When Racism and Sexism Collide: Common Dynamics, Lessons Learned	Convention Center 121B
	482	Women Veterans in Transition: Forging a Path to Higher Education	Convention Center 124B


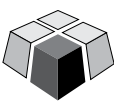

Human and Organizational Resources

	#	Title	Room
	453	Excellence in Service and Programming – Achieving Strategic Success	Convention Center 227A
	468	My Mom is on Facebook! Technology Solutions for Involving Parents	Convention Center 124A

Law, Policy, and Governance

	#	Title	Room
	449	Clery Act and Sexual Violence: Student Affairs' Role	Convention Center 226A
	466	Managing Emergencies at Universities with Multiple Sites	Convention Center 127A

3:15 p.m.–4:15 p.m.

Leadership			
	#	Title	Room
	456	From Authorship to Action: An Empowering AAPI Journey for Change	Convention Center 128A
	457	Harsh Realities: Change and Challenge as a New Professional	Convention Center 132C
	461	Inspiring a Greek Community to Lead and 'Do The Right Thing!'	Convention Center 232A
	465	Less than 1,000: The Experience of Working in Very Small Colleges	Convention Center 231C
	467	Mentors in Violence Prevention	Convention Center 227B
	472	Rekindling Engagement: Strategies for Program Recruitment	Convention Center 228B
	473	Spiritual Pathways: Interfaith Engagement and Student Development	Convention Center 231A
	475	The Challenge of Leading in Turbulent Times	Convention Center 131A
Personal Foundations			
	#	Title	Room
	457	Harsh Realities: Change and Challenge as a New Professional	Convention Center 132C
	460	Influencing Change From a Foundation of Authenticity	Convention Center 127C
	463	Jumping the Chasm: How to Obtain a Director Position	Convention Center 232C
	469	Pathways and Possibilities: The Balancing Act of Women Leaders in Student Affairs	Convention Center 132B
	469	Professional Competency or Complacency: Beyond the "OK Plateau"	Convention Center 126C
Student Learning and Development			
	#	Title	Room
	446	"Eagles of Estrangement": Native American Transculturation Theory	Convention Center 126B
	447	An Empirical Study: Reducing Alcohol Incidents in Fraternities	Convention Center 226B
	448	Baby Talk: Educational Programming to Address Reproductive Health	Convention Center 229B
	450	Cultural Centers: A Pipeline to Student Affairs	Convention Center 126A
	454	Extending Leadership: Building Community Among Nursing Students	Convention Center 127B
	458	Identity Development of Undergraduate African American Women	Convention Center 131C
	461	Inspiring a Greek Community to Lead and 'Do The Right Thing!'	Convention Center 232A
	462	Integrative Learning and Reflective Practice in Student Affairs	Convention Center 121C
	472	Rekindling Engagement: Strategies for Program Recruitment	Convention Center 228B
	473	Spiritual Pathways: Interfaith Engagement and Student Development	Convention Center 231A
	476	The Challenge to Care about Innovation in Developmental Education	Convention Center 221A
	478	The Yearly Checkup: Assessing Residential Learning Communities	Convention Center 132A
	479	UBC Community Leadership: Engaging Staff in Service-Learning	Convention Center 232B
	483	You Can Do It: Writing for Professional Publication	Convention Center 221B-C

Tuesday, March 13

FEATURED SESSION

3:15 p.m. – 4:30 p.m.

445a Title IX and the Dear Colleague Letter

Convention Center 120AB

Jim Long, U.S. Department of Education, Office for Civil Rights

This session will provide an overview of Title IX's requirements regarding sexual harassment and violence, with an emphasis on the April 4, 2011 Dear Colleague Letter.

3:15 p.m.–4:15 p.m.

446 "Eagles of Estrangement": Native American Transculturation Theory

Convention Center 126B

Melissa Raucci, University of Rochester

Kristen Emery Willmott, University of Rochester

Tara Leigh Sands, University of Rochester

Stephanie J Waterman, University of Rochester

Native American students have often been marginalized in educational persistence literature, where traditional models emphasize students' failure to assimilate as a central inhibiting factor to academic achievement. Contemporary views substantiate the importance of cultural identity in the educational experiences of Native American students. In this session, Terry Huffman's theory of transculturation (2008) will be used to highlight the identity development process of Native students at predominately non-Native institutions.

447 An Empirical Study: Reducing Alcohol Incidents in Fraternities

Convention Center 226B

Tim Reuter, Lambda Chi Alpha Fraternity

Michael Hernandez, Lambda Chi Alpha Fraternity / Butler University

Few organizations on university campuses are as closely associated with alcohol misuse, narcissism (a lack of self-awareness), and stereotypic masculinity as men's fraternities. To combat this, Lambda Chi Alpha created a developmental programming intervention to facilitate identity maturation among its members, which has not only produced significant increases in members' self-awareness but also resulted in significant reductions in alcohol-related incidents. This program will explore both the intervention and the resulting outcomes.

448 Baby Talk: Educational Programming to Address Reproductive Health

Convention Center 229B

Rebecca Morrow, Idaho State University

Åsa Burlin, Idaho State University

Joanna Snawder, Metropolitan State College of Denver

Students enter higher education from a diversity of backgrounds with varying reproductive health education. Some come from abstinence-only educational settings, while others may already be parenting. Student affairs professionals would be remiss to make the assumption that all students have a solid grounding in the facts about sexual health. This session will present data on what students know and offer programming ideas and models for collaboration across departments, while paying special attention to the political contexts in which we work.

449 Clery Act and Sexual Violence: Student Affairs' Role

Convention Center 226A

Jeri Cabot, College of Charleston

Alison Kiss, Security On Campus, Inc.

John Lowery, Indiana University of Pennsylvania

An overview of federal laws related to campus safety will be discussed. Pending legislative proposals, the Department of Education's 2011 Handbook for Campus Safety, the 'Dear Colleague' letter on sexual violence issued by the Office of Civil Rights, and recent resolution agreements will be covered. Particular attention will be paid to aspects of the law with relevance to student affairs practice and the role of student affairs in ensuring compliance, enhancing campus safety, and protecting students' civil rights.

450 Cultural Centers: A Pipeline to Student Affairs

Convention Center 126A

Nicole Mehta, American University

Evette Castillo Clark, Tulane University

Naddia Palacios, Claremont University Consortium

Bryan Spencer, San Diego State University

Greg Toya, California State University, San Marcos

Joseph Villafuerte, Sonoma State University

Lori White, Southern Methodist University

Cultural centers can provide unique spaces for students to develop a sense of belonging, explore identity and values, and experience personal and professional development. These centers can also be a catalyst for students of color to explore student affairs. This session involves former undergraduate student interns from San Diego State University's Cross-Cultural Center who are currently student affairs professionals, as well as staff involved with the Center. The panelists will share their experiences and involvement with cultural centers and discuss how students' involvement in cultural centers can facilitate interest in student affairs. Participants will also engage in a discussion on applying knowledge, insight, and skills to create meaningful internship experiences for students in cultural centers.

451 Cyberbullying in Higher Education: Student Perspectives

Convention Center 231B

Angela Baldasare, University of Arizona

Sheri Bauman, University of Arizona

Lori Goldman, University of Arizona

Alexandra Robie, University of Arizona

Cyberbullying has emerged as a potentially deadly problem on college campuses, where digital technology is integral to students' lives. This program provides a discussion of the dimensions of and possible solutions to cyberbullying, as informed by a recent study conducted at the University of Arizona. Participants will leave with practical program and policy ideas for universities, with an emphasis on building a positive online campus culture and increasing the capacity of students to successfully navigate their digital lives.

452 Developing an International Student Transitional Series

Convention Center 228A

Paris Andrew, *University of Arizona*

Hazael Andrew, *University of Arizona*

Linda Scheu, *University of Arizona*

This session highlights the key elements that are essential in assisting international students in their transition to college in the United States. A recent five year assessment of international students living in campus residence halls revealed that 62.7 percent of all international students lived in the halls for two semesters. With a specific focus on first-year on-campus international students, this session will educate student affairs professionals on best practices for establishing an educational series that aids this student population.

453 Excellence in Service and Programming – Achieving Strategic Success

Convention Center 227A

Edna Dominguez, *University of Texas at San Antonio*

Eric Cooper, *University of Texas at San Antonio*

Donna Edmondson, *University of Texas at San Antonio*

Gage E. Paine, *University of Texas at San Antonio*

Jan Wilson McKinney, *University of Texas at San Antonio*

Strategic planning is an activity that is integral to higher education. Yet, conveying strategic directions to staff can be challenging. This session will introduce a tangible model of employee development that successfully built a common language through the use of True Colors® and fostered a foundational culture change that focused staff on strategic success. This session will provide attendees with information on establishing a successful common language that brings staff closer to stated goals. The result is excellence in service and programming with the four C's: communicate, connect, collaborate, and create.

454 Extending Leadership: Building Community Among Nursing Students

Convention Center 127B

Alton Austin, *University of Central Florida*

Rosa Cintron, *University of Central Florida*

Nursing students are not immune to apprehension and anxiety about their first semester in college. Confusion about requirements and doubts about their performance and abilities are among the most pressing issues in new nursing students' minds. In this session, the discussion will be framed by two primary questions: 'How can we influence change in the teaching and learning occurring in the hard sciences?', and 'What is our leadership role as student services professionals in academic affairs?'

456 From Authorship to Action: An Empowering AAPI Journey for Change

Convention Center 128A

Kevin Gin, *Berklee College of Music*

Lui Hokoana, *University of Hawai'i*

Michelle Ko, *Loyola Marymount University*

Stephanie Nixon, *Columbia University*

Vijay Pendakur, *DePaul University*

In the NASPA 2012-published book, *Voice and Visibility for Asian Americans and Pacific Islanders in Higher Education Student Affairs*, the authors coupled the experiences and insights of AAPI staff and faculty with a call for change in higher education. This panel of young professionals examines how the publication gave exposure to first-time authors, reinforced their commitment to the voice and visibility of AAPIs, and ignited leadership for change on college and university campuses.

457 Harsh Realities: Change and Challenge as a New Professional

Convention Center 132C

Jennifer Simpson, *Coastal Carolina University*

Mike Hoffshire, *Coastal Carolina University*

This presentation will assist new professionals in identifying and addressing obstacles/challenges that are currently affecting the professional collegiate environment. Additionally, participants will gain a better understanding of how to implement and enact organizational change theory models and navigate administrative structures on campus. Drawing on their experiences, the presenters will help new professionals recognize and address obstacles to prepare and assist them in meeting their daily required job assignments and work with students.

458 Identity Development of Undergraduate African American Women

Convention Center 131C

Christa J. Porter, *University of Georgia*

This session will discuss findings of a recent phenomenological study of undergraduate African American women at a predominately White southeastern institution. The purpose of the study was to gain insight into the experiences of participants in order to add to the current scholarship of identity development in college by exploring issues of meaning-making. Four women were interviewed for this study, and findings suggested factors that impact the identity development of African American women in college: the presence or absence of support systems, maternal and familial influences, articulation of African American identity, and interactions with other undergraduate African American women.

459 Igniting Change in Student Affairs: An International Perspective

Convention Center 128B

Diane Waryold, *Appalachian State University*

Pamela Havice, *Clemson University*

Jacki Vandergon, *Appalachian State University*

Kristin Walker, *Clemson University*

With the concept of a global village an increasing reality, institutions of higher learning must broaden their thinking beyond U.S. contexts. Education abroad opportunities have traditionally targeted privileged undergraduate students, but graduate students also can benefit greatly from exposure to the world beyond U.S. boundaries. This program highlights the efforts of the student affairs graduate program at Appalachian State and Clemson University to internationalize the curriculum through education abroad initiatives with the United Kingdom.

460 Influencing Change From a Foundation of Authenticity

Convention Center 127C

Marilee Bresciani, *San Diego State University*

Alicia Chavez, *University of New Mexico*

Shannon Ellis, *University of Nevada - Reno*

Margaret Jablonski, *University of New Haven*

Susan Longerbeam, *Northern Arizona University*

Lori Reesor, *University of North Dakota*

This panel will address the challenges and resulting strategies that women leaders use to lead from their center of authenticity. A panel will discuss how they influence change and how they may need to 'refashion their personal beliefs and commitments in a way that is true to one's own self while recognizing the contributions of others' (NASPA/ACPA Competency Areas, 2010, p. 27). Participants will leave with a practical framework to inquire into their own practices, as well as several strategies for applying that framework on a daily basis.

461 Inspiring a Greek Community to Lead and 'Do The Right Thing!'

Convention Center 232A

La Tanya Cobb, *University of Illinois at Urbana - Champaign*

Brandon Common, *University of Illinois at Urbana - Champaign*

G. Andrew Hohn, *University of Illinois at Urbana - Champaign*

As student affairs professionals, we work with students daily as they consider the decision-making process in programs they implement. This presentation will share how two units at the University of Illinois, the Leadership Center and Fraternity and Sorority Affairs, have collaborated to teach effective ethical decision-making capacities. Using a daylong interactive leadership program, both units have challenged the Greek community with ways to address ethical decision making and the moral temptations associated with their roles on campus.

462 Integrative Learning and Reflective Practice in Student Affairs

Convention Center 121C

Taryn Petryk, *University of Michigan*

Simone Himbeault Taylor, *University of Michigan*

David Waterhouse, *University of Michigan*

This session will focus on how student affairs educators can successfully utilize integrative learning and reflective practice in curricular and cocurricular programs. The use of generative interviewing/listening and ePortfolios will be showcased as two techniques used to give students an outlet for reflection. Participants will gain an understanding of these tools and how to capitalize on everyday interactions with students to connect and synthesize the learning that is occurring in the personal, cocurricular, and academic facets of their lives.

463 Jumping the Chasm: How to Obtain a Director Position

Convention Center 232C

Angela Dreessen, *Northern Illinois University*

Cindy Henderson, *Northern Illinois University*

Troy Melendez, Ph.D., *Arizona State University*

Mary Tosch, *Bemidji State University*

Many coordinator, assistant, and associate director positions do not include the formative building blocks that are necessary to be successful as a department leader. This session will equip aspirants to identify pertinent work experiences and skills necessary to prepare them for this leap. The workshop will include scenarios that provide attendees with an intimate understanding of the politics, challenges, and rewards of leading a student affairs unit. The presenters, who have provided leadership to a variety of student affairs units, will demonstrate the skills necessary to resolve situations and discuss the factors that a director considers in decision making.

464 Latino Mid-managers: Bridging Cultural, Academic, and Social Gaps

Convention Center 131B

Dennis H. Camacho, *Newbury College*

Jacinda M. Felix Haro, *Suffolk University*

Juan R. Guardia, *Florida State University*

Miguel A. Hernandez, *University of Georgia*

Terry C. Mena, *Florida Atlantic University*

Monica L. Miranda-Small, *University of Rochester*

Latinos are the largest minority group in the United States. Unfortunately, this population boom has not extended itself into the roles of student affairs administrators. This panel discussion will identify the critical barriers in attracting and retaining Latino administrators in student affairs and explore the challenges inherent in maintaining Latino administrators in an increasingly competitive environment. The panelists will discuss recommendations for consideration in an effort to respond to the barriers of attracting and retaining Latino administrators.



465 Less than 1,000: The Experience of Working in Very Small Colleges

Convention Center 231C

Deb Myers, *Warren Wilson College*

Margot T. Jebb, *Warren Wilson College*

Multiple roles, close relationships, the blurring of traditional organizational lines: these characteristics are examples of the experiences of student affairs professionals working in colleges that enroll fewer than 1,000 students. The phenomenon of working in very small colleges will be explored through the presentation of original research recently conducted on this topic. Panelists who serve in new, mid, and senior level roles will offer further insight as they explore the opportunities and challenges of this work. Participants will have the opportunity to engage in dialogue regarding the unique nature of serving in very small colleges.

466 Managing Emergencies at Universities with Multiple Sites

Convention Center 127A

Brooke Daniel, *EdR*

Brad Shaw, *EdR*

Lisa Hale-Meindl, *EdR*

Ever wonder how major universities with multiple sites coordinate their emergency policies for each site? Do they communicate to each site when an emergency or tragedy occurs? These are some of the questions the panelists will ask the audience to think about and discuss when managing the policies, procedures, and manuals when emergencies or tragedies occur at one institution that is affiliated with multiple sites.

467 Mentors in Violence Prevention

Convention Center 227B

Thomas E. Miller, *University of South Florida*

Jennifer Schneider, *University of Central Florida*

The Mentors in Violence Prevention (MVP) program utilizes a unique bystander approach to gender violence prevention and education. MVP views all program participants not as potential perpetrators or victims, but as empowered bystanders who can confront abusive peers. A highly interactive program, MVP motivates administrators and student leaders at colleges and universities across the country to play a central role in solving problems that have historically been considered 'women's issues': rape, battering, and sexual harassment.

468 My Mom is on Facebook! Technology Solutions for Involving Parents

Convention Center 124A

Patrick Spence, *The School of the Art Institute of Chicago*

Debbie Martin, *The School of The Art Institute of Chicago*

Daily contact between students and their parents has become the norm, and most of this contact happens digitally through texts or social media. While slow to adjust, many schools have begun to recognize this fact and have seized upon the opportunity to join this digital conversation and involve parents as an important constituent in the student support network. This presentation examines technology solutions to parental involvement for small schools or institutions with limited resources to support parent programs.

469 Pathways and Possibilities: The Balancing Act of Women Leaders in Student Affairs

Convention Center 132B

Michele Murray, *Seattle University*

Lucy Fort, *NASPA*

Brooke Supple, *University of Maryland, College Park*

Many women in student affairs have wrestled with questions about juggling the demands of their busy lives. In this session sponsored by the NASPA Center for Women, a panel of women representing many pathways and choices will share their perspectives through stories and sage advice. Join the panelists for an interactive hour of mutual mentoring, as women in student affairs claim their leadership and name new possibilities for balancing the personal and professional.

470 Professional Competency or Complacency: Beyond the "OK Plateau"

Convention Center 126C

Norman Roberts, *Brigham Young University*

Jonathan Kau, *Brigham Young University*

Sarah Westerberg, *Brigham Young University*

Along your journey of professional experience, you may stop and wonder: 'Am I getting better at what I do?' or 'Do I model the same active learning I expect of students'? With the achievement of professional competence there may come a lull in progress and performance. Presenters will discuss the concept of the 'OK Plateau' and examine ability levels outlined in the ACPA/NASPA Professional Competency Areas. Session participants will have an opportunity to engage in the development of strategies for 'deliberate practice' to move beyond being 'just good enough.'

471 Program Review for Student Affairs Departments

Convention Center 222A

Emily Langdon, *University of California, Merced*

While academic programs are very familiar with periodic program review, many student affairs divisions have only recently started to conduct formal program reviews or their departments. UC Merced's division of student affairs designed and launched a comprehensive program review process in preparation for initial accreditation by the Western Association of Schools and Colleges. This session will share the evolution of the policy and examples of 'lessons learned' that resulted in proactive and intentional approaches to assessment for the purpose of continual improvement.

472 Rekindling Engagement: Strategies for Program Recruitment

Convention Center 228B

Christina Neil, *University of Arizona*

Justin Strohmeyer, *University of Arizona*

Brent Williams, *University of Arizona*

To rekindle student engagement in leadership and involvement programs, student affairs professionals must continuously challenge the methods they employ to recruit first-year students. This session will address the common barriers student affairs professionals face throughout this process. An interactive case study analysis highlighting different program formats will create a space for a collaborative conversation about best recruitment strategies and ways to better utilize assessment data and learning outcomes to improve program efficacy.

473 Spiritual Pathways: Interfaith Engagement and Student Development

Convention Center 231A

Nicholas Martin, *Oregon State University*

Hannah Pynn, *Oregon State University*

Research conducted by Astin, Astin, and Lindholm (2010) suggests the need for institutions of higher learning to effectively address and aid in the development of student spirituality. With the transition of Oregon State University's (OSU) Religious Advisors Association to 'Spiritual Life @ OSU,' as well as the President's Interfaith and Community Service Campus Challenge, the Office of the Dean of Student Life at OSU has attempted to construct channels via which spirituality and faith-based efforts are openly explored on campus through the efforts of administrators, faculty, and student leaders. Participants in this session will be able to identify elements of the often-abstract notion of spirituality as it pertains to student maturation, as well as learn about/discuss initiatives that institutions have utilized to promote such development.

474 Supporting and Engaging Online Students

Convention Center 222B

Khalia Li, *University of Southern California*

Julienne Jose, *University of Southern California*

The recent trend towards colleges and universities offering online degrees requires student affairs professionals to think creatively about supporting students in this untraditional environment. Online education is rapidly gaining credibility by offering not only a quality education but quality student support programs as well. This presentation will discuss the strategies, best practices, and big questions that surround supporting students in an online environment. Participants will actively join the presenters in proposing strategies and best practices for supporting online students.

475 The Challenge of Leading in Turbulent Times

Convention Center 131A

Penny Rue, *University of California, San Diego*

This session is an active workshop that will explore how we, as leaders, can find the best possible, most adaptive, and resilient responses to a rapidly changing world. Seeking opportunities embedded within challenges, the presenter will facilitate exploration of how we can work with our colleagues to help them be resilient, creative, engaged, and flexible in a dynamic and unpredictable environment.

476 The Challenge to Care about Innovation in Developmental Education

Convention Center 221A

Derrick Haynes, *Metro State College of Denver*

Eric Dunker, *Metro State College of Denver*

Student affairs professionals often share a strong commitment to social justice. Many are aware that a large educational achievement gap continues to exist in this country and are committed to closing this gap. One of the greatest opportunities may be through developmental or remedial education classes designed for students who fall on the unfortunate side of the achievement gap. This presentation will discuss how two colleges in Colorado combined efforts to reshape developmental education, both inside and outside the classroom.

477 The Q-List: A Faculty Fellows Research Agenda for the Student Affairs Profession



Convention Center 225B

Maribeth Ehasz, *University of Central Florida*

Timothy Ecklund, *Buffalo State College*

Anna Ortiz, *California State University, Long Beach*

Judith Rogers, *Miami University*

Siu-Man Ting, *North Carolina State University*

The Faculty Fellows identified a topical series of critical research questions considered important for guiding student affairs in the development of inquiry projects that will help broaden our understandings, sustain our values, and anticipate future directions. A team of current and past Faculty Fellows will present this research agenda for the student affairs profession and facilitate small group discussions on several of the questions, focusing on how they might be interrogated and illuminated by student affairs professionals at all levels. Information on the origin of the Q-List as well as suggestions for continuous evaluation and assessment of the relevancy of the list will also be discussed. This project is in collaboration with the NASPA Research Division and the NASPA Foundation, and is a continuation of a presentation that was given at last year's NASPA conference.

478 The Yearly Checkup: Assessing Residential Learning Communities

Convention Center 132A

Dan Stypa, *University of South Florida*

Jeremy Foscitt, *University of Central Florida*

This program is for practitioners interested in assessing residential living-learning communities that enhance the on-campus living experience. Participants will develop an assessment plan to identify best practices and learn ways to evaluate and sustain programs that enrich residential living. Using examples from four different learning communities, discussions will focus on how to assess current initiatives and programs that promote student development and satisfaction while understanding the professional responsibility to influence change.

479 UBC Community Leadership: Engaging Staff in Service-Learning

Convention Center 232B

Emily Wyatt, *University of British Columbia*

Margot Bell, *University of British Columbia*

This program highlights a unique professional development initiative at the University of British Columbia as a method of engaging staff in the Community Leadership Program (CSL). The CLP offers opportunities for staff, who may not typically work in student affairs or CSL-based programs, to lead a group of students on a service-learning experience in the Vancouver community. This interactive presentation outlines program components and explores how staff members are prepared to engage student leaders in the community. This presentation is relevant to midlevel and new professionals from American and Canadian institutions.

480 Undocumented. Unsupported. Unacceptable.



Convention Center 122A

Joel Perez, *George Fox University*

Angela Batista, *Mills College*

Maria Tucker, *Pomona College*

This session will provide participants with strategies and information about how undocumented students can be effectively supported at private institutions. Issues that will be discussed include partnering with K-12 school districts, financial aid, training staff, and on-going support during and after college. An update of the DREAM Act, and the potential impact it will have on institutions, will also be provided.

481 When Racism and Sexism Collide: Common Dynamics, Lessons Learned

Convention Center 121B

Kathy Obear, *Social Justice Training Institute*

Vernon Wall, *ACPA - College Student Educators International*

Jamie Washington, *Social Justice Training Institute*

Too often, efforts to create inclusive campus communities fall short due to interpersonal conflicts among key campus leaders. A common place where collective leadership breaks down, and misunderstanding and triggering events occur, is between White women and men of color. Come engage in authentic discussions, explore predictable dynamics and pitfalls, and identify crucial steps and tools to create true partnerships at the intersection of race and gender that influence systemic, sustainable change.

482 Women Veterans in Transition: Forging a Path to Higher Education

Convention Center 124B

Michelle Cyrus, *Central Washington University*

Rafael Lozano, *Evergreen State College*

Katrina Whitney, *Central Washington University*

Institutions of higher education are enrolling increasing numbers of female student veterans, yet they are largely unprepared to meet the unique needs of this population. Through a brief review of relevant theory, analysis of a reintegration framework, and discussion, participants will be prepared to develop veteran-friendly initiatives on their home campuses.

483 You Can Do It: Writing for Professional Publication

Convention Center 221B-C

Matthew Wawrzynski, *Michigan State University*

Amy Bergerson, *University of Utah*

Patrick Biddix, *University of Tennessee*

Shaun Harper, *University of Pennsylvania*

Frank Harris III, *San Diego State University*

Jillian Kinzie, *NSSE, Indiana University*

Lori Patton, *University of Denver*

Terrell Strayhorn, *The Ohio State University*

Have you always wanted to write for professional publication but didn't know where to start? Well-published authors in the student affairs field will be available to discuss professional and scholarly writing topics in a roundtable setting. Participants will assign themselves to a table by topic and an informal question-and-answer discussion will occur in a safe, supportive environment. Table topics will include: turning your dissertation into an article; basics of scholarly writing; the editorial review process; publication outlets; staying on track during tenure; questions you are reluctant to ask.

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Flow #2, by John Giordano, digital print, 2007

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Wednesday Schedule

6:30 a.m.—12:00 p.m.

First-timers Lounge
Sheraton North Mountain

7:30 a.m.—8:30 a.m.

Joint Meeting of 2012 and 2013 Conference Planning Committees
Hyatt NASPA President Suite #747

8:00 a.m.—10:00 a.m.

Hospitality
Convention Center North Entrance Foyer

SSAO Lounge
Convention Center 121A

8:00 a.m.—10:00 a.m.

NASPA Bookstore
Convention Center 221 Foyer

NASPA Foundation Silent Auction
Convention Center 222 Foyer

8:30 a.m.—9:30 a.m.

Educational Sessions
Convention Center

2012 Conference Planning Committee Meeting
Hyatt NASPA President Suite #747

2013 Conference Planning Committee Meeting
Hyatt Boriend (A-B)

9:45 a.m.—11:15 a.m.

Closing Session and Featured Speaker – Bill Richardson
Convention Center 120AB

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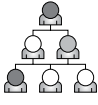

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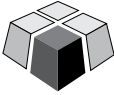
Advising and Helping			
	#	Title	Room
	486	Athletic Training and Student Affairs Professional Competencies	Convention Center 132A
	515	The Changing Face of Higher Education	Convention Center 227A
Assessment, Evaluation, and Research			
	#	Title	Room
	494	Dirty Rotten Scoundrels: Academic Integrity in the 21st Century	Convention Center 131B
	499	Innovative Technology Initiatives: Student Engagement Matters	Convention Center 221A
	501	Leading Change: Creating a Culture of Learning and Assessment	Convention Center 124B
	505	Microaggressions and the Latino/a Campus Experience in Arizona	Convention Center 229B
Equity, Diversity, and Inclusion			
	#	Title	Room
	484	21st-century Student Development Theorizing	Convention Center 226B
	488	Bringing Socioeconomic Class Into Our Consciousness	Convention Center 126A
	493	Dialogue Worth Creating: Collaboration, Conversations, and Innovation in Your University Community	Convention Center 232C
	498	Family Matters: Ways to Create a Family-friendly Campus	Convention Center 222B
	500	Launching Native American Leaders Through Transfer	Convention Center 121C
	505	Microaggressions and the Latino/a Campus Experience in Arizona	Convention Center 229B
	507	Preparing New Professionals to Embrace Diversity	Convention Center 231C
	509	Restorative Justice: A Community Response to Campus Violence	Convention Center 226A
	513	Supporting the Spiritual Quest of Diverse Student Groups	Convention Center 228B
	514	Textbooks or Food? Serving College Students in Poverty	Convention Center 225A
	516	Understanding Rape-culture and Practical Prevention Programs	Convention Center 222A
Human and Organizational Resources			
	#	Title	Room
	490	Competency, Character, or Experience: Hiring New Professionals	Convention Center 131C
	492	Departure, Redefinition, and Re-engagement: A Transition Model	Convention Center 121B
	497	Facebook Natives: Professional Identity and Online Persona	Convention Center 127B
	504	Managing Human/Organizational Resources in Student Affairs	Convention Center 128B
	506	Moving Icebergs: Meaningfully Translating Institutional Culture	Convention Center 126C
Law, Policy, and Governance			
	#	Title	Room
	509	Restorative Justice: A Community Response to Campus Violence	Convention Center 226A

8:30 a.m.–9:30 a.m.


Leadership

	#	Title	Room
	485	A Sophisticated Sophomore Residential Engagement Model	Convention Center 231A
	488	Bringing Socioeconomic Class Into Our Consciousness	Convention Center 126A
	491	Creating Engaging and Experiential Training Programs	Convention Center 128A
	495	Don't Forget to Take Your MEDS!	Convention Center 232B
	496	Employing a Shared Leadership Model in Times of Unwanted Change	Convention Center 226C
	501	Leading Change: Creating a Culture of Learning and Assessment	Convention Center 124B
	503	Luggage and Learning: Packing for Success on Alternative Breaks	Convention Center 122A
	517	Who Am I?: Igniting Self-Discovery Through First-year Retreats	Convention Center 132C

Personal Foundations

	#	Title	Room
	489	Building Your Personal Brand As a Leader in Student Affairs	Convention Center 221B-C
	495	Don't Forget to Take Your MEDS!	Convention Center 232B
	504	Managing Human/Organizational Resources in Student Affairs	Convention Center 128B
	506	Moving Icebergs: Meaningfully Translating Institutional Culture	Convention Center 126C

Student Learning and Development

	#	Title	Room
	485	A Sophisticated Sophomore Residential Engagement Model	Convention Center 231A
	486	Athletic Training and Student Affairs Professional Competencies	Convention Center 132A
	487	Breaking Paradigms: Reaching Upper-division Residential Students	Convention Center 126B
	493	Dialogue Worth Creating: Collaboration, Conversations, and Innovation in Your University Community	Convention Center 232C
	497	Facebook Natives: Professional Identity and Online Persona	Convention Center 127B
	498	Family Matters: Ways to Create a Family-friendly Campus	Convention Center 222B
	499	Innovative Technology Initiatives: Student Engagement Matters	Convention Center 221A
	502	Living the Five High-impact Practices: A Fellow's Perspective	Convention Center 225B
	503	Luggage and Learning: Packing for Success on Alternative Breaks	Convention Center 122A
	508	PSU SAFE: An Online Alcohol Learning Module with Custom Feedback	Convention Center 231B
	510	Ritual, Innovation, Self-efficacy, and Sorority Women	Convention Center 228A
	517	Who Am I?: Igniting Self-Discovery Through First-year Retreats	Convention Center 132C

8:30 a.m.–9:30 a.m.

484 21st-century Student Development Theorizing

Convention Center 226B

Keon McGuire, *University of Pennsylvania*

Lori Patton, *University of Denver*

America's postsecondary education system has witnessed increasing diversification in student demographics; yet, some maintain that higher education remains the 'property' of Whites. An area of higher education scholarship currently reckoning with this racial privileging is student development theory. In this session, the presenters will use critical race theory as a lens through which to engage a more nuanced understanding of the manner in which the (mis) use of student development theory as a guiding philosophy in student affairs reinscribes Whiteness and heteronormativity, while simultaneously marginalizing those who possess identities that extend beyond 'the norm.'

485 A Sophisticated Sophomore Residential Engagement Model

Convention Center 231A

Kelly Ammendolia, *University of Puget Sound*

Jenni Chadick, *University of Puget Sound*

On the cusp of implementing a two-year residential requirement, Residence Life at the University of Puget Sound has developed a new engagement model of programming that utilizes RA staff and existing resources to effectively engage second-year residents. This model provides concrete expectations for RAs and uses a hybrid of traditional programming and one-on-one relationships to engage both freshmen and sophomores. Rooted in theory yet practical in implementation, this model can be adapted to fit any institutional type or campus culture and can operate using resources available to your department.

486 Athletic Training and Student Affairs Professional Competencies

Convention Center 132A

Lindsey Jakiel, *University of New Orleans*

Andrew Jakiel, *Mercyhurst North East*

Comparisons of professional competencies for student affairs and athletic training will be conducted in order to generate discussion on potential collaborations for better serving student athletes. Small- and large-group discussions will be an integral part of this participative presentation. Challenges to collaboration will also be discussed.

487 Breaking Paradigms: Reaching Upper-division Residential Students

Convention Center 126B

Kelly Hoover, *Lewis & Clark College*

Charlie Ahlquist, *Lewis & Clark College*

Adonica DeVault, *Lewis & Clark College*

Career advising programs on college campuses continue to be stretched for resources in the current economic climate. While demand for career services grows, institutional funds to bolster programs and staffing continue to shrink. At Lewis & Clark College, the career center and campus living departments have collaborated on a new initiative to redefine the role of resident advisors in upper-division housing to meet the developmental and vocational needs of these students. The resident career advisors, with support from the career advising staff, have created a satellite office in the residence hall where they are providing insight to their residents and preparing them to enter postgraduate life.

488 Bringing Socioeconomic Class Into Our Consciousness

Convention Center 126A

Craig Elliott, *Samuel Merritt University*

becky martinez, *Infinity Martinez Consulting*

Socioeconomic class carries with it a complexity of obscure definitions, potential fluidity, multiple intersections, and a sense of taboo. Class is impossible to disentangle because of intersections with other social identities that are seldom discussed. Student affairs practitioners must educate ourselves, explore, reflect, and dialogue about our own class identities and the social class structure in our country in order to build class-consciousness on our campuses.

489 Building Your Personal Brand As a Leader in Student Affairs

Convention Center 221B-C

Sharon Aiken-Wisniewski, *University of Utah*

Victoria Trujillo, *University of Utah*

Branding communicates who you are to others by presenting your belief system. Through branding, individuals are able to build a reputation that establishes them as a leader. The presenters will define branding, offer strategies for development, discuss opportunities to communicate a brand, and engage participants in an activity to develop their brand.

490 Competency, Character, or Experience: Hiring New Professionals

Convention Center 131C

Amy Diepenbrock, *St. Mary's University*

Sara Connolly, *University of Bridgeport*

This session compares and contrasts results from two studies that focused on hiring practices of new professionals in student affairs. The presenters surveyed new professionals working in the field as well as midlevel hiring managers to ask, 'What components of a professional preparation program are considered important when a new professional is hired?' Through interactive discussion, differences in perspectives, their impact on the student affairs profession, and suggestions for future trends will be analyzed.

491 Creating Engaging and Experiential Training Programs

Convention Center 128A

Steven Lerer, *University of California, Riverside*

Students participating in residential life staff training programs often spend hour after hour sitting in sessions where presenters speak at student staff instead of engaging them in the experience. Over the past three years, staff at the University of California, Riverside have spent time revamping their training into an engaging and experiential program for all levels of student staff. Come to this session to learn about their program and the successes and challenges, as drawn from assessment data.

492 Departure, Redefinition, and Re-engagement: A Transition Model

Convention Center 121B

Seth Matthew Fishman, *University of North Texas*

What relationship does an individual have with their college after graduation? Or, after 30 years of employment? This session will review the history of transition models and theories and present a new transition model that was specifically created to address individuals departing institutions of higher education. Particular emphasis will be on human resources and alumni development.





493 Dialogue Worth Creating: Collaboration, Conversations, and Innovation in Your University Community

Convention Center 232C

Amy Derringer, *Loyola University Chicago*

Laura Osteen, *The Florida State University*

The international TED (Technology, Entertainment, and Design) community is designed to share ideas, while TEDx (x=independently organized event) is a program universities and communities can use to stimulate dialogue through a TED-like experience. This program will discuss the purpose, collaborative nature, and versatility of the TEDx platform as a vehicle for sharing localized ideas and providing opportunities for students, faculty, and community members to engage in meaningful dialogue, shift perspectives, and create lasting change.

494 Dirty Rotten Scoundrels: Academic Integrity in the 21st Century

Convention Center 131B

Angela Baldasare, *University of Arizona*

Kendal Washington White, *University of Arizona*

Cheating scandals at colleges and universities, controversy over online services like Notehall, and allegations of Germany's Defense Minister plagiarizing portions of his dissertation all contribute to the idea that today's college students are a bunch of cheaters. Learn the myths, truths, and everything in between about academic integrity. Findings from a recent study at the University of Arizona will inform a discussion of how universities can foster a culture of academic integrity among the new challenges of the 21st century.

495 Don't Forget to Take Your MEDS!

Convention Center 232B

Sara Bailey, *Georgia Southern University*

Colleen Settle, *Becker College*

Medicine is used as a means of prevention, healing, treatment, and restoration. Staff development is 'medicine' used by student affairs practitioners when working with students, colleagues, and even ourselves. Sometimes it can be very difficult to make sure your staff development activities and trainings are fresh and new. Doctors and scientists are creating and developing new medicines every day, and as student affairs practitioners it is important that we are creating and developing new 'Meaningful, Educational, & Developmental Segments' (MEDS!) for our staff.

496 Employing a Shared Leadership Model in Times of Unwanted Change

Convention Center 226C

Eileen Coughlin, *Western Washington University*

Sara Wilson, *Western Washington University*

Higher education is an ever-changing landscape with shifting demands. Increased competition for students, public conversations regarding the worth of a college degree, and greater accountability are just a few of the issues that leave senior student affairs and enrollment planning officers searching for new and effective strategies when facing difficult decisions. This session will highlight Western Washington University's initiative to create outcomes-driven teams to address three strategic planning priorities: enrollment planning and recruitment; strategic financial planning, job placement, and progress toward degree; and retention of at-risk student populations. Presenters will discuss the intentional features of this approach—built on the principles of shared leadership, collective accountability, and team results driven by financial incentive—as well as how deviating from traditional models of decision making has impacted the leadership culture in the Division of Enrollment and Student Services.

497 Facebook Natives: Professional Identity and Online Persona

Convention Center 127B

Meredith Szumski, *David Geffen School of Medicine at UCLA*

This grounded theory study responds to the 21st-century dilemma that professional student affairs faculty and administrators have encountered as social networking sites like Facebook reveal more and more: 'Do incongruous online behaviors indicate a lack of essential traits required for the profession'? In this study, identity guarding emerged as a social process characterized by a reactive reasoning process through which Facebook natives (students) negotiate thoughts and feelings perceived to be incongruent with Facebook immigrants (administrators).

498 Family Matters: Ways to Create a Family-friendly Campus

Convention Center 222B

Leslee Mayers, *Oregon State University*

Stephanie Duckett, *Oregon State University*

This program will discuss services and best practices that sustain the success of students with children, and will identify ways to ignite leadership as the number of incoming students with children continues to increase. The presenters will also discuss the ways creating and improving services for students with children can act as a catalyst for influencing change toward work-life balance for everyone at the institution: students, staff, and faculty alike. This program is well suited for administrators who are interested in developing services for students with children, those who are currently providing support and advocacy for this group, diversity development officers, and advisors.

499 Innovative Technology Initiatives: Student Engagement Matters

Convention Center 221A

Sandra Rodriguez, *The University of Nevada, Reno*

Russell Aaron, *The University of Nevada, Reno*

Cynthia Esparza, *The University of Nevada, Reno*

Amy Koeckes, *The University of Nevada, Reno*

Jeanine Menolascino, *The University of Nevada, Reno*

Christopher Partridge, *The University of Nevada, Reno*

Casey Stiteler, *The University of Nevada, Reno*

The University of Nevada, Reno is engaging student leadership with new technology initiatives to increase their involvement in the creation and assessment of learning outcomes, track student satisfaction and engagement of programs, increase participation in student elections, and create conditions that convey to students that they matter. This enterprise is being implemented through the creation of a student Data Assessment Team (D.A.T.), advised by student activities staff and funded through the Associated Students of the University of Nevada.

500 Launching Native American Leaders Through Transfer

Convention Center 121C

Amy Fann, *University of North Texas*

David Kessler, *University of Texas at San Antonio*

Kim Moore, *University of North Texas at Dallas*

Catherine Olivarez, *University of North Texas*

Nydia Sanchez, *University of North Texas*

Dawna Wilson, *University of North Texas*

This presentation provides an overview of the state of research on student transfer, and reports findings from a study exploring American Indian/Alaska Native success—defined as degree or certificate completion—and transfer for students attending two-year Tribal Colleges (TCs) or Native American Serving Non-Tribal Institutions (NASNTIs). Institutional factors influencing current transfer policy and practices among TCs and NASNTIs and their potential to influence successful pathways to the baccalaureate will be addressed.

501 Leading Change: Creating a Culture of Learning and Assessment

Convention Center 124B

Stephanie Blaisdell, *University of Memphis*

Dan Bureau, *University of Memphis*

Rosie Phillips Bingham, *University of Memphis*

Leaders affect culture over time, strategically, and through persistence. The vice president for student affairs at the University of Memphis set out to infuse learning and assessment into the culture of student affairs. The campaign has involved a divisionwide conversation about learning and assessment, the creation of an assessment position, the articulation of divisionwide learning outcomes, and the reworking of the planning and reporting process. These steps, and the philosophy behind them, will be discussed.

502 Living the Five High-impact Practices: A Fellow's Perspective

Convention Center 225B

Ivana Trottman, *Central Washington University*

Cobretti Williams, *Florida State University*

Juan Pereyra, *State University of New York, University of Buffalo*

Cidria Stevenson, *Austin State University*

Michal Jones, *Sonoma State University*

Michael Faivush, *New Jersey City University*

Student success continues to be a highly salient topic on university campuses, informed in recent years by Jane Brownell and Lynne Swaner's (2010) work on five high-impact practices. During this session, six NASPA Undergraduate Fellows will dissect their high-impact experiences and spark discussion on how to create more effective and intentional high-impact activities, engage more students, and ultimately produce student leaders who will influence change.

503 Luggage and Learning: Packing for Success on Alternative Breaks

Convention Center 122A

Joe Halter, *University of Colorado Denver*

Lynda Aguado, *University of Colorado Denver*

Ed Garton, *University of Colorado Denver*

Joe Halter, *University of Colorado Denver*

Kyra Tarbell, *University of Colorado Denver*

Learn how alternative break programs can enhance your students' college experience by igniting student leadership, influencing student development, and creating opportunities for them to engage with peers and the community. Presenters will discuss the history of CU Denver's program and highlight keys to successful break trips. Attendees will have an opportunity to engage in creating their own plan to start implementing/improving an alternative break program by identifying important resources and working with peers to get a program started.



504 Managing Human/Organizational Resources in Student Affairs

Convention Center 128B

Marc Shook, *University of Texas at Austin*

Roland Bullard, *Saint Augustine's College*

In 2010, NASPA and ACPA published *Professional Competency Areas for Student Affairs Practitioners*. Of the ten competency areas identified, most student affairs administrators receive the least amount of direct training in human/organizational resources. The presenters—curriculum coordinators for the *NASPA Guide to Staff Management in Student Affairs*—will use personal stories and pertinent literature to provide the audience with advice on attaining the NASPA/ACPA list of professional competencies in human and organizational management.

505 Microaggressions and the Latino/a Campus Experience in Arizona

Convention Center 229B

Nolan Cabrera, *The University of Arizona*

Bryant Valencia, *The University of Arizona*

In Arizona, the racial climate has become hostile to the Latino/a community due to political conflict. This, in turn, has affected the campus racial climate at the University of Arizona. Latino/a students who were interviewed experienced instances of racial microaggressions on campus, yet these microaggressions were fewer in frequency than expected given existing literature. This session will discuss how racially safe spaces at the U of A seem to support Latina/o students in building community.

506 Moving Icebergs: Meaningfully Translating Institutional Culture

Convention Center 126C

Maximilian Schuster, *University of Pittsburgh*

TaMisha Greathouse, *University of California, Los Angeles*

Organizational culture is a powerful force that is unique to each institutional setting. However, properly reading or fully grasping the intricate nature of institutional culture is complex, laborious, and often fleeting. This presentation aims to add clarity to the murky way that culture functions and can be interpreted in order to provide practical applications for influencing efficient organizational change.

Highlights



Closing Session and Featured Speaker Bill Richardson

Wednesday, March 14
9:45 a.m.—11:15 a.m.
Convention Center
120AB

507 Preparing New Professionals to Embrace Diversity*Convention Center 231C***Jelane Kennedy**, *The College of Saint Rose***Wendy Neifeld Wheeler**, *The College of Saint Rose*

For more than 25 years, student affairs has committed to improving the training of emerging professionals in an effort to enhance cultural competency skills. Learn about recent research examining the development of cultural competence among graduate students from a college student services program, as measured by the Multicultural Awareness Knowledge Skills Survey. Implications and recommendations for future curriculum modifications that may enhance growth in cultural competency will be provided.

508 PSU SAFE: An Online Alcohol Learning Module with Custom Feedback*Convention Center 231B***Andrea Dowhower**, *Penn State University, University Park***Philip Burlingame**, *Penn State University, University Park*

Penn State University's SAFE (Student Alcohol Feedback and Education) program is an online learning module required for pre-matriculated first-year students at PSU's 20 undergraduate campuses. The module provides students with information about their own drinking behavior, as well as basic alcohol education and an overview of community expectations. Learn how Penn State created this interactive multimedia module to mitigate the 'college effect' on high-risk drinking, the lessons learned, and next steps.

509 Restorative Justice: A Community Response to Campus Violence*Convention Center 226A***Kristen Burnett**, *University of California, Santa Barbara*

'Restorative justice' is an umbrella term encompassing a wide range of programs and approaches. In general, the restorative justice concept expands the traditional criminal justice circle by placing those most directly impacted by a given crime or violation—the victims/survivors and the offenders—into central roles, allowing the process and eventual outcome to be driven by their dialogue. While the impact of authentic dialogue can prove empowering in terms of creating greater accountability and victim empathy, the decision to pursue a case in a restorative way is one that can only be determined collectively by the impacted community (victims, offenders, community members, university, and criminal justice system).

510 Ritual, Innovation, Self-efficacy, and Sorority Women*Convention Center 228A***Amanda Koback**, *University of Colorado, Colorado Springs***Sylvia Martinez**, *University of Colorado, Colorado Springs***Colleen Stiles**, *University of Colorado, Colorado Springs*

Studies have repeatedly demonstrated the positive benefits of student involvement for students, and sororities continue to be a prominent outlet of involvement for women. However, studies focus mostly on in-group versus out-group differences. This program will explore sorority women's in-group experiences by examining the relationship between ritual and innovation/self-efficacy. The program will incorporate conversations on social cognitive theory, self-efficacy, and innovation, as well as ways to openly discuss ritual with students.

513 Supporting the Spiritual Quest of Diverse Student Groups*Convention Center 228B***Sharyn Slavin Miller**, *Azusa Pacific University***Jazmin Dantzler**, *Azusa Pacific University***Carol Lundberg**, *Azusa Pacific University*

College publications describe how the college experience broadens students' perspectives by engaging them with a wide diversity of people and ideas. Students come to college eager for such engagement. When those encounters touch on issues of meaning in life and spiritual questions, the dialogue often dries up, especially for students from nonmajority religious groups. This session offers some promising practices and engages participants in developing safe spaces for students to explore questions of meaning and spirituality.

514 Textbooks or Food? Serving College Students in Poverty*Convention Center 225A***Clare Cady**, *Oregon State University***Chris Van Drimmelen**, *Oregon State University*

Poverty often goes unnoticed on a college campus; yet, every day students struggle to make ends meet, live out of cars, or are forced to choose between textbooks and food in an effort to better their lives. This session provides an overview of the issues and challenges that students in poverty face as they navigate college. The Oregon State University Human Services Resource Center is used as a case study to offer ideas on ways to best support these students' needs.

515 The Changing Face of Higher Education*Convention Center 227A***Laura Pantano**, *Texas A&M University-San Antonio*

Undergraduate student demographics are changing across the country. The new face of higher education is the nontraditional or adult student. With an estimated 6.6 million students identified as nontraditional, universities need new approaches to successfully work with this student population. This program will provide an overview of nontraditional student populations, persistence theory, and firsthand accounts of the challenges and successes they face, as well as ways that universities can successfully retain this student population.

516 Understanding Rape-culture and Practical Prevention Programs*Convention Center 222A***Sarah Fernandez**, *California Polytechnic State University San Luis Obispo***Mark Houlemarde**, *Cornell University*

There has been significant attention around sexual assault and the responsibility of institutions to respond effectively. While appropriately responding to incidents is critical, student affairs professionals must reassess efforts and learn to recognize areas in which prevention is needed. This session provides tangible prevention efforts that can be easily implemented in a wide range of settings. The prevalence of a 'rape-supportive culture' is discussed, along with examples of intentionally developed programs.

517 Who Am I?: Igniting Self-Discovery Through First-year Retreats*Convention Center 132C***Krissy Mieszcanski**, *Indiana-Purdue University Fort Wayne***April Wirt**, *Indiana-Purdue University Fort Wayne*

'Who am I?' It's a question we all ask at some point in our lives—perhaps, never more often than during one's first quarter or semester of college. This interactive, multimedia presentation will depict how a first-year leadership retreat inspired students to not only answer that question, but also to embrace change, take risks, form deep interpersonal connections, and forge lifelong paths of continued self-discovery. Creating a transformational experience, the retreat has created a never-before-seen buzz on a primarily commuter campus.

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Bridget Guernsey Riordan, Emory University
Brian Haynes, Clayton State University
Cathy Akens, Florida International University
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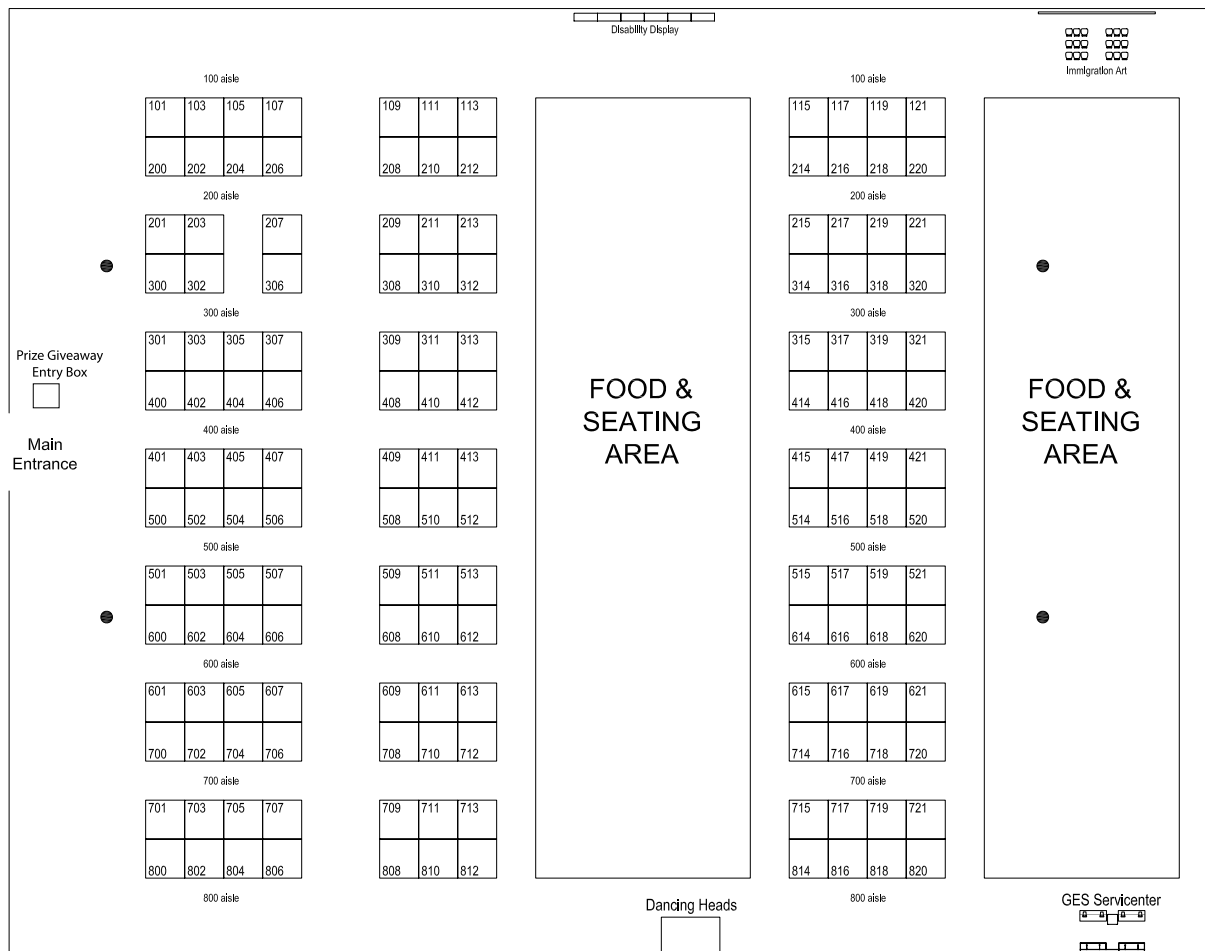
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618	Hesselbein Global Academy for Student Leadership and Civic Engagement		617	The National Society of Leadership and Success	
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Exhibit Hall



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**Sunday, March 11,
9:00 p.m.**

*Sponsored by: EdR
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**Monday, March 12,
3:00 p.m.**

*Sponsored by: Foliot Furniture
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**Monday, March 12,
10:30 a.m.**

*Sponsored by: Student Health 101
Booth # 307*

**Tuesday, March 13,
11:00 a.m.**

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NOTE: To be eligible, attendees must fill out raffle postcard provided at the opening keynote. Additional raffle postcards at exhibitor registration.

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Sunday

Opening Reception 7:00 p.m. – 9:00 p.m.

Monday

Coffee Break 9:00 a.m. – 3:00 p.m.

Ice Cream Break 9:45 a.m. – 10:30 a.m.

Tuesday

Coffee Break 2:00 p.m. – 2:45 p.m.

9:00 a.m. – 11:00 a.m.

9:30 a.m. – 10:15 a.m.

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(as of January 18, 2012)

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4166 Lexington Ave N., St. Paul, MN 55126
www.360staysafe.com

360 Stay Safe offers "Stay Safe at College," an engaging video program covering a wide variety of lifelong safety issues. It is the newest and most compelling digital content geared towards today's generation of students, a source for understanding how crimes are perpetrated, coupled with crime prevention and avoidance techniques.

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15900 La Cantera Parkway, Suite 20235, San Antonio, TX 78256

Phone: (210)497-8205

www.3rdmillclassrooms.com

The leader in value for individualized online courses with embedded evidence-based eCHECKUP TO GO brief intervention. Alcohol-Wise is the choice for prevention. Under the Influence & Marijuana 101 are used in response to campus violations. We are committed to continuous program enhancements that are guided by the strongest research.

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710 Chelmsford St, Lowell, MA 01851

Phone: (978)454-7848

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Manufacturer of solid hardwood and upholstered furniture specially designed and constructed to enhance as well as endure student living and learning environments.

Aetna Student Health

Booth 215

1 Charles Park, Cambridge, MA 02142

Phone: (617)218-8400,

www.aetnastudenthealth.com

Aetna Student Health, the nationwide leader in health insurance coverage for college students, provides a customized streamlined service model, including the award-winning Aetna Navigator? interactive website; customized member information; an expansive network of local and national providers; travel assistance services; pharmacy and disease management, dental; and sports benefits. www.aetnastudenthealth.com

AllOne Resources

Booth 211

190 North Main Street, Natick, MA 01760

Phone: (508)650-6860

www.allonehealth.com/studentcare/Default.aspx

AllOne Health's Talk One-2-One program partners with school administrators to provide coaching and counseling resources to students on a 24 hour basis. We work with existing school resources to address the challenges that students face, thus increasing the chances that students will stay in school.

American Campus Communities Booth 602

12700 Hill Country Blvd, Suite T200, Austin, TX 78738

Phone: (512)732-1000

www.studenthousing.com

American Campus Communities is one of the nation's largest developers, owners and managers of high-quality student housing communities. ACC has been awarded the development of more than 64 communities with more than 47,200 beds and currently manages 137 communities consisting of over 87,800 beds.

****ARAMARK Higher Education

Booth 501

1101 Market St, Philadelphia, PA 19107

Phone: (215)238-3093

www.aramarkhighereducation.com

ARAMARK Campus Services' world-class management service provides value to over 350 college and university partners. Our capabilities include residential and retail food management, convenience stores, catering and other services. ARAMARK Campus Services helps campuses center their efforts on their institutional mission, while meeting the changing needs of students.

Association for Christians in Student Development Booth 214

23 East Elm Avenue, Quincy, MA 02170

Phone: (617)745-3717

www.acsd.org

The Association for Christians in Student Development (ACSD) exists to promote the integration of Christian principles within the professional practice of student affairs work and to provide resources, support and encouragement for those engaged in this integrative work.

Association for Title IX Administrators

Booth 715

20 Callery Way, Malvern, PA 19355

www.atixa.org

ATIXA provides a professional home for campus Title IX Coordinators and a community for sharing resources and being a content provider for the key information, knowledge and training Title IX Coordinators need to be able to fulfill their roles in regard to sexual harassment, gender discrimination and athletics equity.

Association of Fraternal Leadership and Values

Booth 613

420 South Howes Street, Bldg B; Suite 200, Fort Collins, CO 80521-2871

www.aflv.org

The primary focus of the Association is to stimulate the growth and development of fraternity/sorority council and chapter leaders by promoting leadership, educational, and values based experiences and resources for student leaders, their advisors, and the larger fraternal market.

Association of Fraternity/Sorority Advisors Booth 611

9640 N. Augusta Drive, Suite 433, Carmel, IN 46032

Phone: (317)876-1632

www.fraternityadvisors.org

The Association of Fraternity/Sorority Advisors (AFA) is a 1,700+ member professional association that enhances members' ability to create fraternity and sorority experiences that positively affect students, institutions, and communities. Our vision is a unified fraternal movement and an increased recognition of the value of the fraternity and sorority experience.

A'Viands

Booth 107

1751 County Rd B W, Suite 300, Roseville, MN 55113

Phone: (651)203-3553

www.aviands.com

A'viands presents "Fresh Dining Concepts" to colleges and universities with an emphasis on health and nutrition choices and education. Our restaurant-style presentation offers a dining atmosphere and experience that focuses on the customer's individual needs and wants.

Azdell-Morgan Org. Mgmt. Solutions

Booth 305

PO Box 201, Ashland, VA 23005

Phone: (804)836-2590

www.azdellmorgan.com

Azdell-Morgan Organizational Management Solutions provides consulting services for colleges/universities. We specialize in leadership training, safety/security/ICS training, organizational management solutions and customer service workshops. With a large group of experienced, practical minded consultants, no task is beyond our scope. Our experience...at your service.

Brailsford & Dunlavey

Booth 416

1140 Connecticut Ave., NW, Suite 400, Washington, DC 20036

Phone: (202)289-4455

www.facilityplanners.com

Brailsford & Dunlavey provides program management and facility planning services for the development of quality of life facilities including campus housing, student athletics and recreation, student unions, campus edge developments, and arenas. B&D is headquartered in DC, with regional offices in IL, MI, CA, OH, and NC.

Butler Woodcrafters, Inc.

Booth 314

413 A Branchway Rd., Richmond, VA 23236

Phone: (804)897-3400

www.butlerwoodcrafters.com

Butler Woodcrafters specialize in furnishing student apartments and suites. We manufacture a full line of fully upholstered and wood seating, tables, chairs, beds, and desks as well as mattresses and lamps.

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****Campus Labs

Booth 401

210 Ellicott Street, Suite 200, Buffalo, NY 14203
www.campuslabs.com

In 2001, Campus Labs (formerly StudentVoice) was formed with a very simple goal: to collect information from students that could be used to impact programs and services. Since that time, Campus Labs has evolved from one member campus to over 650, as more institutions embrace assessment on every level of their campus. Campus Labs quickly became the leading platform and service provider for assessment in higher education. Today, Campus Labs is the only specialized, comprehensive assessment program that combines data collection, reporting, organization, and campus-wide integration. Since its inception, top university administrators across North America have partnered with Campus Labs on innovative assessment activities.

CampusTshirt.com

Booth 209

646 Saw Mill River Rd., Yonkers, NY 10710

Phone: (800)387-4150

www.campustshirt.com

CampusTshirt.com specializes in screen-printed and embroidered garments for your students and staff. We've worked with over 900 Colleges and Universities during the past 16 years. Our mission is to bring the best in quality and service to our customers across the country. Ask About Sponsoring your campus-wide events!

Capstone On Campus Management

Booth 309

431 Office Park Drive, Birmingham, AL 35223

Phone: (205)414-6400

www.capstonecompanies.com

Capstone is focused on the development and management of student housing nationwide. Since 1990, we have partnered with over fifty-eight colleges or universities to develop over 36,500 beds of on-campus housing. Capstone continues to offer new and dynamic student housing options to accommodate the changing needs of students today.

****Chartwells Higher Education Dining Services

Booth 201

3 International Drive, Rye Brook, NY 10573

Phone: (914)935-5384

www.eatlearnlive.com

Nourishing students is not only our business; it is our commitment to the communities in which we serve. Chartwells is a diverse family of dedicated food and nutrition specialists serving the academic community. We deliver customized solutions that benefit our partners through innovative programs.

Chick Woodard Enterprises

Booth 605

201 S.Kemp St., PO Box 282, Lyon Station, PA 19536

www.chickwoodard.com

Chick Woodard Enterprises is a private consulting firm providing highly specialized training in quality customer service, improving leadership development, and enhancing multicultural competence in higher education. The focus is to help institutions remain competitive in an economically challenged arena despite massive downsizing and budget cuts.

CollegeResponse, Screening For Mental Health, Inc.

Booth 420

1 Washington Street, Suite 304, Wellesley Hills, MA

02481

www.mentalhealthscreening.org

CollegeResponse promotes the prevention, early detection and treatment of prevalent mental health disorders and alcohol problems through in-person and online screening. For more than a decade, the program has offered affordable and practical risk management tools and information that educate, assess, and connect students with appropriate resources.

Connexio Media

Booth 705

904 Fournie Lane, Collinsville, IL 62234

Phone: (309)635-2677

<http://connexiomedia.com>

Connexio Media specializes in outdoor digital displays for the college and university campus market. Through strategic placement on campus, the digital display network provides the capability to alert, inform, and message to campus visitors, students, faculty and staff in real time.

Core Institute

Booth 812

374 East Grand Avenue, Southern Illinois University,

Carbondale, IL 62901

Phone: (618)453-4420

www.core.siu.edu

Core Institute is the leading research, assessment and development organization serving college alcohol and drug prevention programs across the nation. We offer a comprehensive range of cost-effective surveys that measure risky behaviors. The surveys are easy to use and will help identify the drinking and drug norms on college campuses.

Diverse: Issues In Higher Education

Booth 319

10520 Warwick Avenue, Suite B8, Fairfax, VA 22030

Phone: (703)385-2981

www.diverseeducation.com

Diverse: Issues In Higher Education reports the news, information and statistical research related to higher education from a diversity perspective. Focusing on topics such as gender, LGBT, disabilities, recruitment and retention. Diverse also hosts the most comprehensive diversity recruitment website in higher education at Diversejobs.net.

Drexel University

Booth 109

One Capitol Mall, Suite 260, Sacramento, CA 95814

www.drexel.edu

Located in Philadelphia, PA and Sacramento, CA Drexel is a top-ranked, comprehensive university recognized for its focus on learning through co-operative education, its commitment to cutting-edge academic technology and its growing enterprise of use-inspired research.

Duke University - The Fuqua School of Business

Booth 802

100 Fuqua Drive, Durham, NC 27708

www.fuqua.duke.edu

The Master of Management Studies (MMS) at Duke University is a 10-month, pre-experience master's degree that helps you leverage your undergraduate degree with fundamental business skills to jumpstart your career. The MMS program is ideal for seniors and recent graduates, and is open to students from any major/area of study.

****EBI

Booth 408

3058 East Elm Street, Springfield, MO 65802-2632

Phone: (417)429-0081

www.webebi.com

MAP-Works is EBI's innovative student retention and success program. MAP-Works empowers faculty and staff to positively impact student success and retention by identifying at-risk students early in the term. It efficiently and effectively provides faculty and staff the information they need to identify and coordinate intervention with at-risk students.

**Eco Promotional Products, Inc.

Booth 508

2340 Hazeltine Drive, Vernon Hills, IL 60061

Phone: (847)520-1771, ext. 7010

www.ecopromotionsonline.com

Full-line of environmentally and socially responsible promotional products. Merchandise categories include, awards, apparel, technology, tradeshow, drinkware, totes, conservation, packaging and presentation to brand you in a green way. Products are made from recycled, organic, biodegradable, rapidly renewable resources materials, USA made, or any combination. Woman owned company. Green America Approved.

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Ecologic Industries LLC

Booth 514

3210 Oak Grove Ave, Waukegan, IL 60087

Phone: (847)234-5855, ext. 7362

www.ecologicindustriesllc.com

Ecologic began in 1989 with the goal to manufacture the highest quality furniture for educational facilities using environmentally friendly materials whenever possible. Ecologic manufactures nine series of furniture and three series of lounge products in Traditional and Residential Styling. Ecologic offers many choices for your Green Building needs.

*Foliot Furniture

Booth 313

721 Roland-Godard Blvd, St-Jerome, QC J7Y4C1
CANADA

Phone: (450)565-6659, ext. 352

www.foliot.com

Foliot Furniture combines timeless beauty of solid wood with the lasting resilience of engineered wood to produce beautifully, crafted, durable furniture. The company has established its reputation by developing and manufacturing practical and durable furnishings. Foliot operates 3 plants located in St-Jerome (QC), Greeneville (TN) and Las Vegas (NV).

**Halo Branded Solutions

Booth 506

2489 S Newcombe ST, Lakewood, CO 80227

Phone: (720)203-6878

www.jackwilson.halocatalog.com

We are the leading promotional products distributor specializing in branding, promotional marketing, apparel/uniforms, awards & gifts. We deliver creative promotional marketing solutions guaranteed to increase your brand awareness

Hanbury Evans Wright Vlattas + Company

Booth 517

120 Atlantic Street, Norfolk, VA 23540

Phone: (757)321-9630

www.hewv.com

Specialists in the creation of strong campus communities. Services include comprehensive campus master planning, programming, and architectural design of facilities that enhance student experiences and success "dining facilities, living/learning communities; academic space, technology centers, science labs, libraries, performing arts facilities and student unions.

HazingPrevention.Org

Booth 808

PO Box 440470, Aurora, CO 80044

Phone: (303)325-7831

www.hazingprevention.org

HazingPrevention.Org is a non-profit 501 (c)(3) organization whose mission is to empower individuals to prevent hazing in college and university student groups. Our goal is to encourage healthy and productive experiences for new members of teams, student organizations, fraternities and sororities and all student leadership experiences.

Health Advocate, Inc.

Booth 113

3043 Walton Road, Suite 150, Plymouth Meeting, PA 19462

www.healthadvocate.com

Health Advocate, Inc., the nation's leading independent healthcare advocacy and assistance company, provides a spectrum of time-and money-saving solutions to more than 22 million Americans through its more than 8,000 employer and plan sponsor relationships.

Heartland Campus Solutions

Booth 207

2115 Chapman Road, Suite 159, Chattanooga, TN 37421

Phone: (800)332-4835

www.1card.com

Heartland Campus Solution ??s OneCard is a multi-functional ID card that pays for it all ?? dining, books, laundry, vending, printing, off-campus purchases, financial aid disbursement and more. You only need OneCard, which can also be used for facility access, attendance, tuition payments, paychecks ... and more.

****EdR

Booth 512

530 Oak Court Drive, Suite 300, Memphis, TN 38117

Phone: (901)259-2528

www.edrtrust.com

EdR is a full service provider of collegiate housing solutions. We offer a wide range of services including development and construction management services as well as property management and residence life. We serve over 49 universities in 23 states and manage over 38,000 beds.

****EverFi, Inc.

Booth 500

199 Wells Avenue Suite 211, Newton, MA 02459

Phone: (781)726-6677

www.everfi.com

EverFi, Inc. is the leading education technology company to teach, assess, and certify students in critical skills. EverFi's education learning platforms include Alcohol Abuse and Sexual Assault Awareness, Financial Literacy, Student Loan Management. EverFi has nine published studies documenting the efficacy of several of our education technology platforms.

Gallup, Inc.

Booth 710

1001 Gallup Drive, Omaha, NE 68102

Phone: (952)838-0231, ext. 3212

www.strengthsquest.com

The Gallup Organization has been at the forefront of research in human behavior for over 70 years. It's most recognized educational program, StrengthsQuest, has positively influenced over 1 million students. Gallup's Education Practice also partners with schools in implementing programs for the measurement and development of leadership, engagement and wellbeing.

****GoingOn

Booth 407

450 Sansome Street, 12th Floor, San Francisco, CA 94111

www.goingon.com

GoingOn provides an intelligent communications platform for creating today's connected campus. GoingOn's robust suite of collaboration and smart messaging tools enables colleges and universities to streamline communications, foster connections and simplify collaboration across the extended campus. GoingOn empowers faculty, students and staff to connect to the resources they need to succeed, including each other.

Growing Leaders, Inc.

Booth 311

270 Scientific Dr. NW, Suite 10, Norcross, GA 30092

Phone: (770)495-3332

www.GrowingLeaders.com

Growing Leaders partners with schools to help them nurture a leadership culture through EPIC leader development programs. They provide training resources specifically designed for Gen Y including books, DVDs, assessments, on-campus equipping events and training kits for staff and students, including a comprehensive program the first year experience.

*Face Your Self

Booth 608

931 Red Rock Road, Colchester, VT 05446

www.FaceYourSelf.com

Achieve Your True Potential: programs for all educational environments providing a collaborative approach to well-being as it relates to overall wellness of mind, body and home. Health, stress management, social relationships, leadership, confidence, spirituality, and mindfulness are just a few of the topics interwoven in our Face Your Self book.

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**Hesselbein Global Academy for Student Leadership and Civic Engagement
Booth 618**

University of Pittsburgh, 601 William Pitt Union, 3959 Fifth Avenue, Pittsburgh, PA 15260
Phone: (412)624-5203
www.hesselbein.pitt.edu

The Hesselbein Global Academy for Student Leadership and Civic Engagement aims to produce a cadre of ethical student leaders who will be prepared to address the most critical national and international issues and to advance positive social and economic initiatives throughout the world.

**Higher Education Research Institute
Booth 711**

3005 Moore Hall, Box 951521, Los Angeles, CA 90095
Phone: (310)825-1925
www.heri.ucla.edu

The Cooperative Institutional Research Program (CIRP) is the nation's largest and oldest study of higher education, involving longitudinal data on 1,900 institutions and over 12 million students. Administered by UCLAs Higher Education Research Institute, CIRP consists of the Freshman Survey, Your First College Year Survey, and the College Senior Survey.

**Innocorp, Ltd
Booth 316**

500 S Nine Mound Road, P.O. Box 930064, Verona, WI 53593
www.fatalvision.com

Innocorp, Ltd, maker of the Fatal Vision Impairment Simulation Goggles, SIDNE (Simulated Impaired Driving Experience) and other innovative social marketing tools. Innocorp, Ltd. provides you with the leverage you need to help you deliver engaging and effective, health, safety and prevention initiatives. Website www.fatalvision.com.

***Innovative Educators**

Booth 507

13635 Clermont Court, Thornton, CO 80602
www.innovativeeducators.org

Innovative Educators is dedicated to providing superior trainings focused on critical issues facing students and educators. Our primary goal is to provide the information, training and skills necessary to implement positive change on a personal, professional and institutional level.

Integra Seating

Booth 206

PO Box M, Walworth, WI 53184
Phone: (800)235-0234
www.integraseating.com

Integra's seating and tables are specifically designed to withstand the high-use requirements of student environments, such as residence halls, lounges, unions, libraries & dining areas. Modular design allows for replaceable components which is more cost effective and sustainable. Innovative products include tablet arms tested to hold 300 lbs.

**JAG/ROTO Architects
Booth 804**

428 First Street, Eureka, CA 95501
www.jagarchitects.com

JAG/ROTO Architects, practices a balance between art and the science. Beauty goes hand in hand with sustainability. It's about thinking holistically from the beginning of a design. JAG/ROTO Architects specializes in the re-purposing of existing buildings. We celebrate the historic value in architectural details, while actively engaging contemporary innovation.

**Joseph Schechtman & Associates Inc
Booth 806**

27 Linden rd, Barrington, RI 02806
Phone: (401)245-0032
www.josephschechtman.com

Joseph Schechtman & Associates provides training to colleges and universities to help them improve retention and graduation rates. By applying simple sensory integration techniques, we teach staff to help at risk students become whole brain learners improving academic confidence, self esteem, and the capacity to develop successful and meaningful relationships.

**Jossey Bass, A Wiley Imprint
Booth 700**

989 Market Street, San Francisco, CA 94103
Phone: (415)782-3211

www.josseybass.com, www.wiley.com/wiley-blackwell
Jossey-Bass, an imprint of Wiley, provides professionals in the higher education community with leading edge books, training materials and periodicals. Our Internet site can be accessed at www.josseybass.com. Announcing the publication of The Handbook of Student Affairs Administration 3e, sponsored by NASPA.

KCI - Custom Yearbooks

Booth 414

11664 E. Caron Street, Scottsdale, AZ 86259
www.customyearbooks.com

It's a New Era for Yearbooks! Schools no longer need to budget thousands of dollars for yearbooks. KCI provides the alternative for engaging students & meeting your needs. Traditional publishing costs are eliminated. Learn why a President of a major institution said: "Why isn't every school doing this?"

**KSQ Architects, PC
Booth 604**

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Phone: (918)592-0622
www.ksqarchitects.com

KSQ Architects, PC has served education related clients since it's inception in 1988. We are an architectural & interior design firm specializing in the planning and implementation of Student Life Facilities. Our Principal driven design approach has proven successful on more than 50 campuses nation wide.

**LeaderShape, Inc.
Booth 612**

1802 Fox Drive, Suite D, Champaign, IL 61820
Phone: (217)351-6200
www.leadershape.org

Our vision: A just, caring, and thriving world where all lead with integrity and a healthy disregard for the impossible.

******Life Advantages**

Booth 412

2716 Edgewater Ct, Weston, FL 33332
Phone: (954)349-8280
www.lifeadvantages.com

Life Advantages provides online resources that help people prepare and deal with life's daily emotional issues. Our resources are all best-in-class and are very user friendly. We serve several million users and over 20,000 companies.

**Maricopa County Community College District
Booth 317**

2411 W. 14th Street, Tempe, AZ 85281
www.maricopa.edu

The ten Maricopa Community Colleges, located throughout the Greater Phoenix, Arizona area, are lifelong learning institutions with excellent career opportunities, and full benefits. Job opportunities exist in faculty positions (part-time and full-time), management, technology, support staff, facilities, and other areas.

Maxient

Booth 615

102A Sunset Ave., Charlottesville, VA 22903
Phone: (434)295-1748
www.maxient.com

As the nation's foremost provider of student conduct administration software, Maxient offers a one-stop, completely customizable, web-based solution that fits your budget. Extensive features, 24/7 support, and our unparalleled blend of technology-savvy staff with hands-on experience in student affairs makes Maxient the ideal choice for all your student conduct needs.

ModernThink LLC

Booth 221

4519 Weldin Rd., Wilmington, DE 19803
www.modernthink.com

ModernThink helps you leverage the power of people and their experiences to build a great organization. What your employees experience each day, whether intentional or not, has a direct impact on the profitability of your company and we can help leverage that.

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**ModuForm
Booth 419**

172 Industrial Road, Fitchburg, MA 01420

Phone: (978)602-1540

www.moduform.com

ModuForm manufactures furniture and seating for residence halls, student centers and libraries. Pioneers in preserving the balance between technology and a healthy environment, ModuForm was the second company in the U.S. to implement zero emissions UV-cured finishing. It remains a leader in utilizing sustainable materials, manufacturing processes and lifecycle renewability.

mtvU

Booth 709

1540 Broadway, 33rd Floor, New York, NY 10036

Phone: (877)800-4483

www.mtvUser.com

Broadcasting to over 7.7 million students at over 750 colleges nationwide, mtvU is the largest, most comprehensive television network for college students.

MyStudentBody

Booth 708

320 Needham Street, Suite 100, Newton, MA 02464

Phone: (617)332-6028

www.mystudentbody.com

MyStudentBody is an evidence-based, comprehensive online alcohol, drug abuse and sexual violence prevention program designed to educate and motivate students to make healthy decisions. MyStudentBody empowers students, their families, and college administrators to positively impact campus communities. MyStudentBody was developed with over \$8 million in grant funding from NIH.

NaBITA (the National Behavioral Intervention Team Association)

Booth 714

20 Callery Way, Malvern, PA 19355

Phone: (610)993-0229

www.nabita.org

The National Behavioral Intervention Team Association (NaBITA) is an organization for the support and professional development of behavioral intervention team members. NaBITA is committed to providing education, resources and support to professionals in schools and in the workplace who endeavor every day to make their campuses and workplaces safer.

National Resource Center for the First Year Experience & Students in Transition

Booth 202

1728 College Street, University of South Carolina,

Columbia, SC 29208

Phone: (803)777-6225

www.sc.edu/fye

The NRC serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education. We achieve this mission by providing opportunities for the exchange of practical and scholarly information as well as the discussion of trends and issues in our field.

NCAA

Booth 800

P.O. Box 6222, Indianapolis, IN 46206

www.ncaa.org

The NCAA is a membership driven organization whose core purpose is to govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount.

NCHERM

Booth 421

20 Callery Way, Malvern, PA 19355

www.ncherh.org

NCHERM is a law and consulting firm that is dedicated to best practices for campus health and safety. NCHERM emphasizes best practices for policy, training, and educational programming as proactive risk management.

New Directions Counseling Center

Booth 210

1575 Marion Ave, Mansfield, OH 44906

www.newdirectionsforlife.com

Inkblots. A hip, engaging student-to-student stress management short film series that can be accessed anytime/anywhere. Practical tools and information delivered in a way students prefer! The goal: to boost retention by promoting healthy coping and wellness, raising awareness of student counseling and other resources, and reducing stigma.

****OCM**

Booth 409

3 Graphics Dr., W. Trenton, NJ 08628

800-220-4237

www.ocm.com

OCM is EXPERIENCED@EDU. We have been serving HigherEd through first-class fundraising since 1981. Our record of success, marketing insight, merchandising expertise and commitment to our customers are the four pillars on which we are built. Visit our booth to learn how we can Ignite Leadership and Influence Change for you.

Off Campus Partners

Booth 701

P.O. Box 5664, Charlottesville, VA 22905

Phone: (434)817-0721

www.offcampuspartners.com

Off-Campus Partners operates off-campus housing listing services for colleges and universities with a unique partnership model. By partnering with OCP, universities can provide a valuable service to students at no up-front cost to the institution while generating much needed revenue.

OrgSync, Inc.

Booth 614

13140 Coit Rd, 405, Dallas, TX 75240

Phone: (972)907-0900

<http://orgsync.com>

OrgSync provides a centralized Campus Engagement Network that connects your student organizations, programs, and departments on campus. Our platform uses the latest technologies that create an online community for your campus and help improve communication, information sharing, and collaboration.

PaperClip Communications

Booth 814

125 Paterson Avenue, Suite 4, Little Falls, NJ 07424

Phone: (973)256-1333

www.paper-clip.com

PaperClip is the place for student life resources, including online products, webinars, training binders, newsletters, programming and leadership tools, free newswires, white papers, binders, brochures and more! Founded in 1994, we're staffed by student affairs folks who know and care about the field, serving thousands of institutions worldwide.

Pave Systems Inc.

Booth 415

800 E. Campbell Road, Suite 250, Suite 1, Richardson, TX 75081

Phone: (972)907-2221

www.pavesystems.com

Pave Systems is the trusted leader delivering student safety, behavioral and campus conduct software solutions to colleges and universities nationwide. With 12 year track record and more than 425 clients, we are a company quality campuses can count on to deliver cost effective solutions, superior products and unmatched customer care.

Personal and Social Responsibility Inventory

Booth 115

E005 Lagomarcino Hall, Iowa State University, Ames, IA 50011

www.psri.hs.iastate.edu

The Personal and Social Responsibility Inventory is a campus climate survey for students and campus professionals developed as part of an American Colleges and Universities initiative called Core Commitments: Educating Students for Personal and Social Responsibility. The PSRI is administered by the Research Institute for Studies in Education.

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***Pexagon Technology

Booth 601

14 Business Park Drive Unit 5, Branford, CT 06405

www.pexagontech.com

Pexagon Technology manufactures customized & personalized products. Products can be customized with a logo and/or personalized with a name at no additional cost. Customized products include USB flash drives, hard drives, iPad, iPod, & Smartphone cases. Stop by our booth and play our "everyone's a winner" web key game!

Pharos Resources

Booth 515

500 Chestnut st, Suite 1277, Abilene, TX 79602

Phone: (800)704-6043

<http://pharosresources.com>

Pharos Resources provides Retention Intelligence solutions, highlighting our innovative software, Pharos 360, a comprehensive approach to increase student retention and institutional productivity. By enhancing the Early Alert, Frontline engagement, and Support Management processes on your campus, we provide the essentials for retention success: awareness, collaboration, and support.

Phired Up Productions

Booth 411

484 E. Carmel Drive, # 335, Carmel, IN 46032

www.phiredup.com

Phired Up Productions helps PEOPLE connect with PURPOSE. We have provided educational services focused on student engagement, retention, orientation, and student involvement since 2002. We help students connect with their purpose and find meaning in college with a life changing message called Social Excellence.

Places4Students Inc.

Booth 208

176 James Street, St. Catharines, ON L2R 5C5

Phone: (519)965-9069

www.places4students.com

North America's Premiere Off-Campus Housing Listing Service

***Public Identity

Booth 200

1220 S. Boyle Avenue, Los Angeles, CA 90023

Phone: (323)266-1360

www.publicidentity.com

publicidentity provides a spectrum of promotional products which enhance our clients' competitive presence & brand image. We work to cultivate long-lasting client relationships with our product selection, creative input, easy and efficient ordering, and expedient product delivery.

RoomSync

Booth 706

101 SE 2nd Place Suite 109, Gainesville, FL 32601

www.roomsync.com

RoomSync is an fbFund award winning Facebook application that lets residents select their own roommates online. Residents can search roommates using online lifestyle preferences and Facebook profiles to make informed matching decisions. RoomSync functions with all student housing software systems.

Routledge

Booth 703

270 Madison Avenue, New York, NY 10016

Phone: (212)216-7800

www.routledge.com

Routledge will present publications of major interest to NASPA attendees. In addition, we offer a 20% discount and free shipping during the conference and for 30 days after the conference ends.

RT London

Booth 519

1642 Broadway Avenue NW, Grand Rapids, MI 49504

Phone: (616)364-4800

www.rtlondon.com

With innovative design, ingenious flexibility, and outstanding durability, RT London's extensive collection of modular casegoods, seating and tables is the smart choice for residence halls. Made in America, all RT London products stand up to rigorous use and are backed by our 25-year warranty. We are custom product specialists!

Sallie Mae Insurance Services

Booth 101

5080 N 40th St, Suite 105, Phoenix, AZ 85018

www.salliemaeinsurance.com

Sallie Mae Insurance Services offers the nation's first comprehensive insurance platform designed for the collegiate market. Our mission is to help universities & families protect their investment in education by addressing growing risks facing this generation. Our products include: tuition insurance, tuition payment protection, student health insurance & renters insurance.

San Diego State University e-CHECKUP TO GO

Booth 213

5500 Campanile Dr., San Diego, CA 92182-4730

Phone: (619)594-5470

www.e-chug.com

The e-CHECKUP TO GO is a NASPA-recognized, evidenced-based, on-line alcohol intervention and personalized feedback tool designed to motivate individuals to address their alcohol consumption using information about their own patterns of use. It is being used at over 550 universities around the world.

Sasaki Associates, Inc.

Booth 616

64 Pleasant Street, Watertown, MA 02472

Phone: (617)923-7313

www.sasaki.com

Sasaki has more than 55 years of experience working on campuses. Our experience has focused on understanding the culture of each institution, creating a design that evokes its unique qualities. Sasaki pioneered interdisciplinary sustainable design and planning as a national leader in the research, programming, and design of college unions.

Sauder Education

Booth 712

930 W Barre Road, Archbold, OH 43502

Phone: (419)446-3975

www.saudereducation.com

Sauder Education, a brand of Sauder Manufacturing Co., is a leading U.S. producer of durable, functional seating and table solutions, including renewable lounge seating, for application across campus, including residence halls, dining, student unions, classrooms, computer labs, libraries, and chapels.

School and College Organization for Prevention Educators

Booth 713

138 Raintree Crossing, Hatfield, PA 19440

www.wearescope.org

SCOPE is an independent, not-for-profit membership association for prevention educators and professionals.

School Datebooks

Booth 516

2880 U.S. Hwy 231 South, Suite 200, Lafayette, IN 47909

Phone: (765)471-8883

www.schooldatebooks.com

School Datebooks has spent 25 years fine-tuning our process into a simple, worry-free experience designed to make things as easy as possible for you. It's about experience.

SCVNGR

Booth 518

175 Second Street, Cambridge, MA 02142

Phone: (617)990-6617

www.scvngr.com

SCVNGR is a Google-funded geo-social networking and gaming platform that works with 400+ universities and 3,500 brands, including Coca-Cola, The US Navy, The Smithsonian Museums, and the Black Eyed Peas.

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******SJG-The Spelman & Johnson Group
Booth 600**

3 Chapman Avenue, Easthampton, MA 01027
Phone: (413)529-2895
www.spelmanandjohnson.com

SJG - THE SPELMAN & JOHNSON GROUP is an executive search firm exclusively serving institutions of higher education. Since 1991, nearly 400 institutions have relied upon SJG for search assistance to fill leadership positions in student affairs, enrollment, academic affairs, financial administration, and advancement.

Social Justice Training Institute

Booth 610

384 Maple Street, APT 4B, Brooklyn, NY 11225
Phone: (413)537-8012
www.sjti.org

The Social Justice Training Institute offers intensive professional development workshops for diversity educators and practitioners, as well as customized trainings and organizational consulting to create inclusive campus environments.

******Sodexo**

Booth 400

283 Cranes Roost Blvd., Suite 260, Altamonte Springs, FL 32701
Phone: (407)339-3230
www.sodexousa.com

Sodexo business practices improve the condition of people and the planet. We are the benchmark for sustainability, health and wellness, and community development. Sodexo provides quality of life solutions, including expert advice and best in class food services and facilities management solutions, that help our clients achieve their goals.

Sourcebooks

Booth 315

1935 Brookdale Rd. Suite 139, Naperville, IL 60563
Phone: (630)961-3900
www.sourcebooks.com

Sourcebooks brings you the NYT bestselling Naked Roommate products. The Naked Roommate is the behind-the-scenes look at everything students need to know about college (but never knew they needed to know). This essential guide is packed with expert advice from author Harlan Cohen, the top voice on college life.

**Spill
Booth 312**

1 Cambridge Center, 6th floor - Spill, Inc., Cambridge, MA 02141
www.StudentSpill.com

Spill is an anonymous peer-to-peer support system that helps college students get support, encouragement and resources from trained peer responders on their campus. Students can "spill" confidentially and privately at StudentSpill.com, and they get 5-6 (monitored) messages from peers who have been through similar struggles. It's safe, stigma-free support 24/7.

SRMC, INC.

Booth 418

603 East Town Street, Columbus, OH 43215
www.SRMCINC.COM

SRMC, Inc. provides security vulnerability assessment, master planning, design development, technical specifications, and management support services to a wide range of occupancies including colleges and universities, multi-residential housing units, master planned developments, DoD/DoE and other research complexes, airports, state and local government facilities, critical infrastructure units, and large-scale retail venues.

StarRez, Inc.

Booth 306

5340 S. Quebec Street, Ste. 250-S, Greenwood Village, CO 80111
Phone: (415)246-2871
www.starrez.com

StarRez is the world leader in housing, conference, and judicial software with over 19 years experience and more than 300 clients worldwide. StarRez offers the most robust, mature, and easy-to-use housing and conference software solution on the market providing best-in-class solutions across all housing functions.

***Student Health 101**

Booth 307

112 Turnpike Road, Suite 304, Westborough, MA 01581
Phone: (866)636-8336, ext. 1105
www.studenthealth101.com

Student Health 101 is a web-based health and wellness outreach program that uses social media to communicate and deliver ongoing health and wellness messages to students. Used by 400 campuses nationwide and in Canada, Student Health 101 is a turn-key solution that engages your students in making more positive decisions.

**Student Success Plan
Booth 606**

444 W. Third Street, Dayton, OH 45402
www.studentsuccessplan.org

The Student Success Plan supports and enables processes and interventions designed to increase the persistence, success, and graduation rates of targeted students. Through holistic counseling, web-based support systems, and intervention techniques, students who are at risk of failing in college are identified, supported and monitored.

***Stylus Publishing**

Booth 509

22883 Quicksilver Drive, Sterling, VA 20166
Phone: (404)636-3996
www.styluspub.com

Stylus publishes books and journals that focus on higher education, and books on inclusive teaching in K-12. Our higher education program covers such areas as teaching and learning, service learning, assessment, online learning, racial diversity on campus, women ??s issues, student affairs, doctoral education, and leadership and administration.

Symplcity Corporation

Booth 310

1560 Wilson Boulevard, Suite 550, Arlington, VA 22209
Phone: (703)373-7026
www.symplcity.com

Symplcity helps student affairs professionals connect with students. Find out how more than 1,000 institutions are leveraging Symplcity's technology to provide easy to use services across the following departments: Career Services | Student Conduct | Advising | Campus Activities | Study Abroad | Event Management | Residence Life | Admissions | Assessment

The Date Safe Project, Inc.

Booth 520

PO Box 20906, Greenfield, WI 53220-0906
Phone: (800)329-9390
www.datesafeproject.org

Through interactive programs and thought-provoking materials, discover how to get your students to obtain verbal consent; intervene when peers are about to mix alcohol and sex; and how to open the door of support for sexual assault survivors. Visit Rita in our booth today! Begin the change at www.DateSafeProject.org.

The National Society of Leadership and Success

Booth 617

50 Harrison St, Suite 308, Hoboken, NJ 07030
Phone: (201)222-6544
www.societyleadership.org

The Society achieves profound results in helping students discover and attain their goals, offering life changing lectures from the nation's leading presenters and a community where students help one another succeed.

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**The New York Times
Booth 204**

613 South Ave, Weston, MA 02493
www.ontheavenuemarketing.com
Visit The New York Times booth for reduced rate home delivery and receive a free gift with your order. The New York Times newspaper is distributed internationally and is the largest metropolitan newspaper in the United States.

**The Ranch at Dove Tree
Booth 620**

1406 County Road 5800, Lubbock, TX 79403
Phone: (806)777-0885,
www.ranchatdovetree.com
The Ranch at Dove Tree provides detoxification, residential (including a special collegiate residential program), and intensive outpatient services to individuals seeking help for substance dependency. Located on ranchland just north of Lubbock, Texas, this 60 bed facility specializes in working with both the client and family in the recovery process.

**The Refrigeration School, Inc.
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The Wellness Corporation is a national provider of Organizational Assistance Services. Each of our customized, high quality services can be provided on a stand-alone basis, or under one comprehensive umbrella. These services include Employee Assistance Programs, Student and Graduate Student Assistance Programs, Organizational Development Services, Professional Development

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2 North Homestead, Yardley, PA 19067
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Booth 513**

110 McDonald Drive, Suite 192, Lawrence, KS 66044
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Treanor Architects has been creating environments for students' personal, social and academic success since 1981. They have programmed or designed 135 student life projects on 67 college campuses. A member of the US Green Building Council since 2004, Treanor currently has 14 student life facilities registered to achieve LEED certification.

**UnitedHealthcare StudentResources
Booth 810**

805 Executive Center Dr. W. # 220, St. Petersburg, FL 33702
Phone: (800)237-0903
www.uhcsr.com
UnitedHealthcare StudentResources remains fully committed to helping students stay healthy and stay in school. Our forty years of experience have led to innovative solutions, like online tools and individual account management that make student health insurance programs run smoother. Visit www.uhcsr.com to learn more.

**University Loft Company
Booth 510**

2588 Jannetides Blvd., Greenfield, IN 46140
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www.uloft.com
University Loft Company specializes in space efficient, durable furniture. Our innovative product designs create flexibility and are made with 100% solid wood that will turn your facility into a warm residence for students. We are very competitive in price and offer complete installation services.

**University of Maryland University College
Booth 417**

6865 Deerpath Road, Elkridge, MD 21075
Phone: (443)459-3528
www.umuc.edu
University of Maryland University College (UMUC) is one of 11 accredited, degree-granting institutions in the University System of Maryland. UMUC is a leader in providing online bachelor degrees for community college graduates through a seamless 2+2 transfer pathway. UMUC offers a Doctor of Management in Community College Policy and Administration.

**UniversityTickets
Booth 318**

115 West 30th Street, Suite 500A, New York, NY 10001
www.universitytickets.com
UniversityTickets is a leading provider of ticketing services for Colleges and Universities. Founded in 1999 after a successful pilot at Cornell University, UniversityTickets offers simple, cost-effective ways for college and university organizations to sell tickets and collect payments via the Internet.

******USA TODAY
Booth 301**

7950 Jones Branch, McLean, VA 22108
Phone: (703)854-4578
www.usatodaycollegiate.com
The Collegiate Readership Program provides students with access to an assortment of newspapers delivered each weekday to displays conveniently located on campus. The program is designed to promote civic engagement, media literacy, and global awareness on campus by exposing students to the news in their living, learning, and community spaces.

**USTA
Booth 308**

70 West Red Oak Lane, White Plains, NY 10604
Phone: (914)697-2283
www.tennisoncampus.com
USTA Tennis On Campus provides college students with opportunities for team camaraderie, social networking and rivaled competition through tennis without the rigors of a varsity program in a co-ed environment.

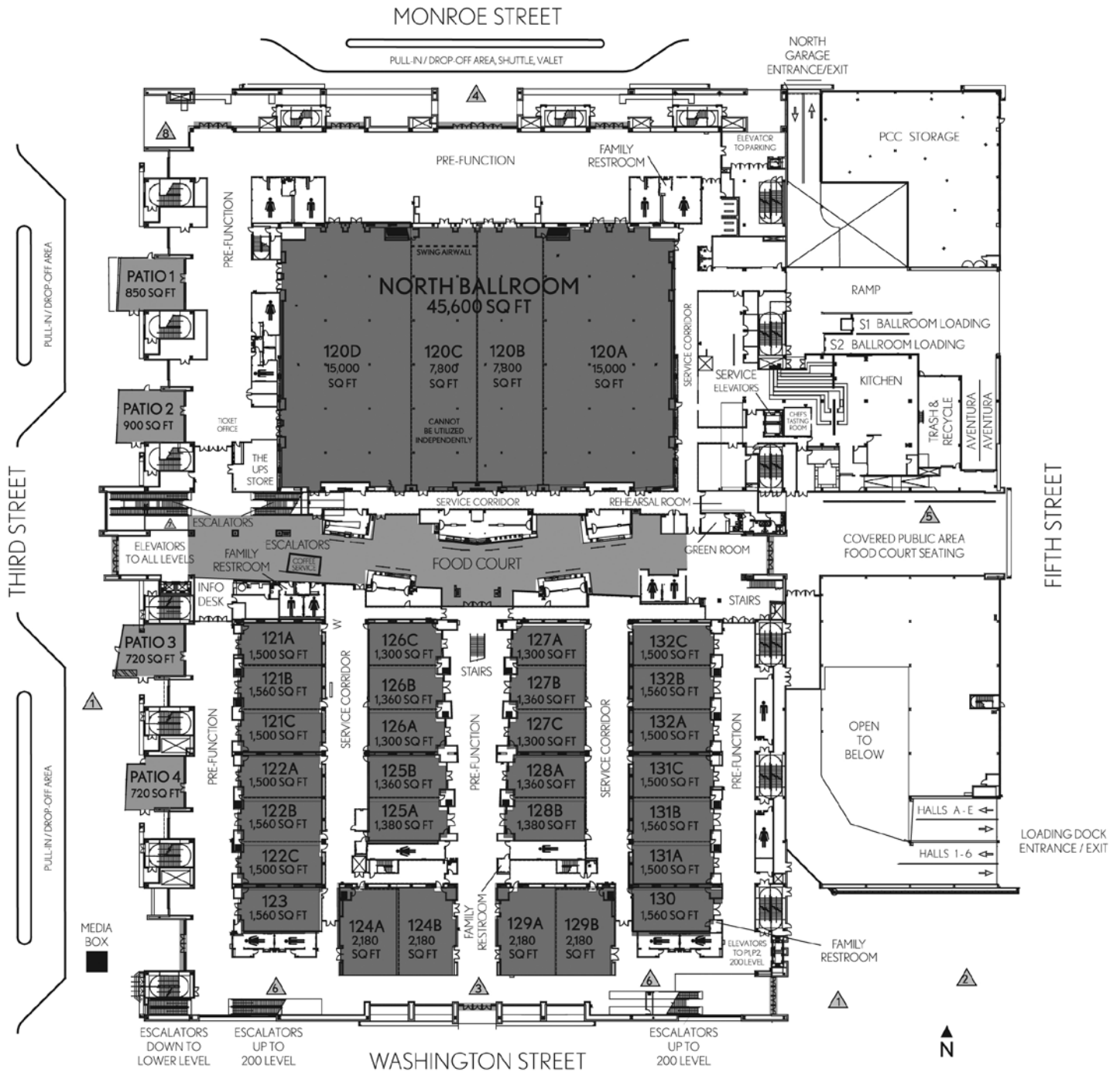
**Vivature Health
Booth 621**

1525 W. Walnut Hill Ln Suite 200, Irving, TX 75038
www.vivaturehealth.com
Vivature Health is a full turnkey medical billing and software solution exclusively for campus health centers. Our program of billing and reimbursement services has generated significant additional revenue for all size campuses, in addition to saving their student's out-of-pocket costs at the campus health center.

**WASH Multifamily Laundry Systems
Booth 321**

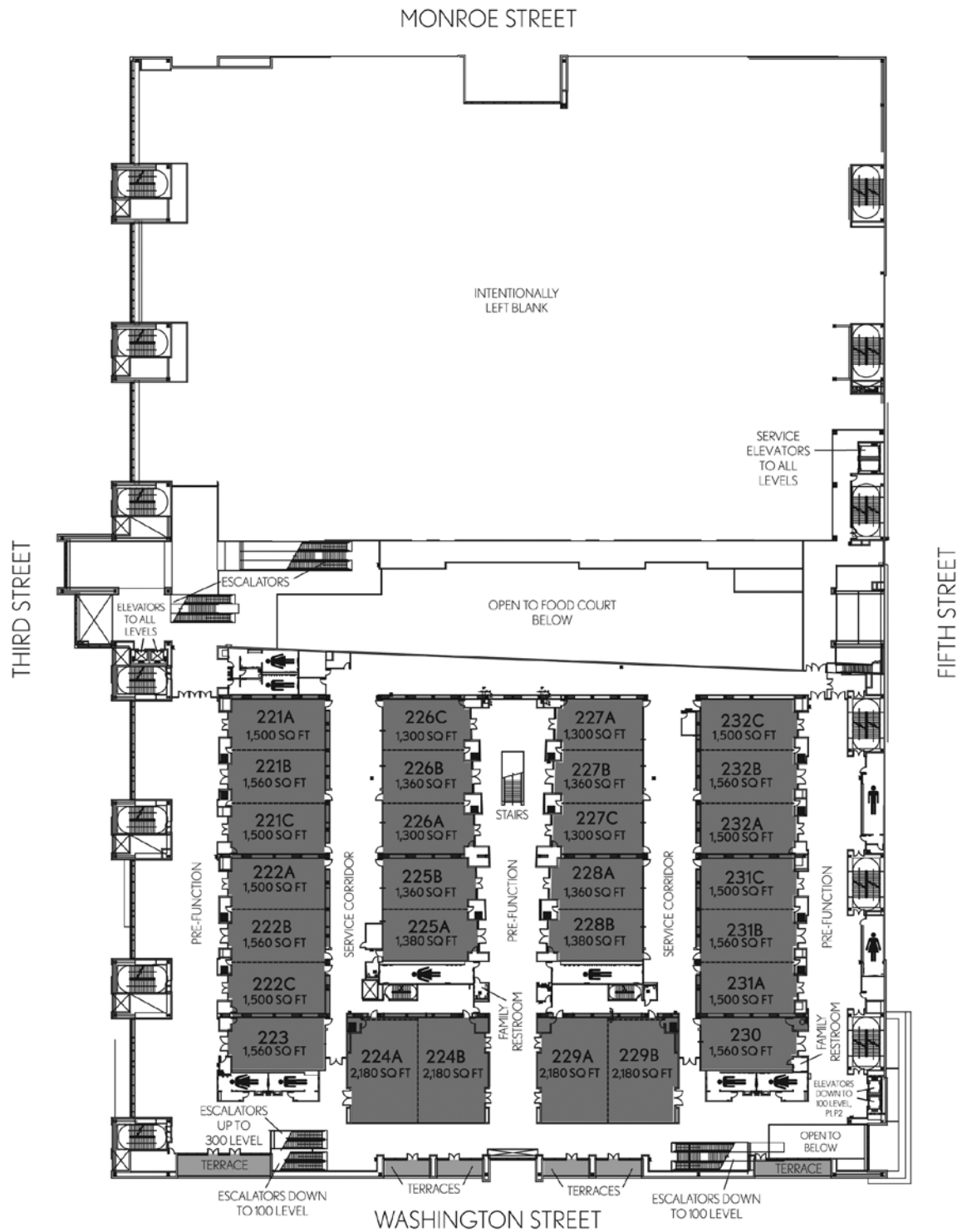
100 N. Sepulveda Blvd., 12th Floor, El Segundo, CA 90245
Phone: (510)427-4833
www.washlaundry.com
WASH Multifamily Laundry Systems is the premier supplier of laundry systems and equipment for the college and university market. We offer responsive service, eco-friendly equipment, innovative systems and quality services. We understand the unique needs of colleges and universities and provide exclusive personnel and programs to meet your needs.

Convention Center



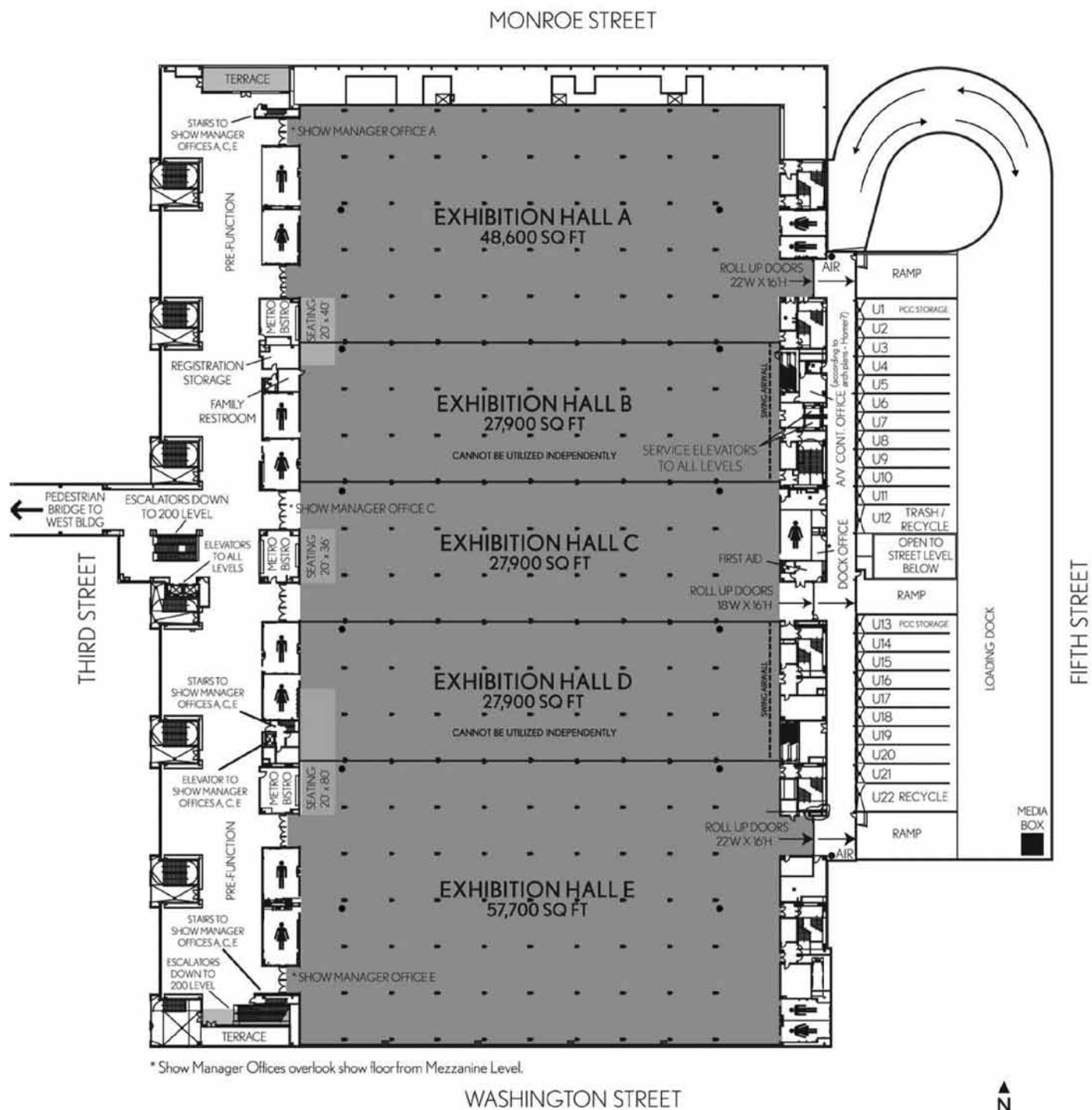
North 100

Convention Center



North 200

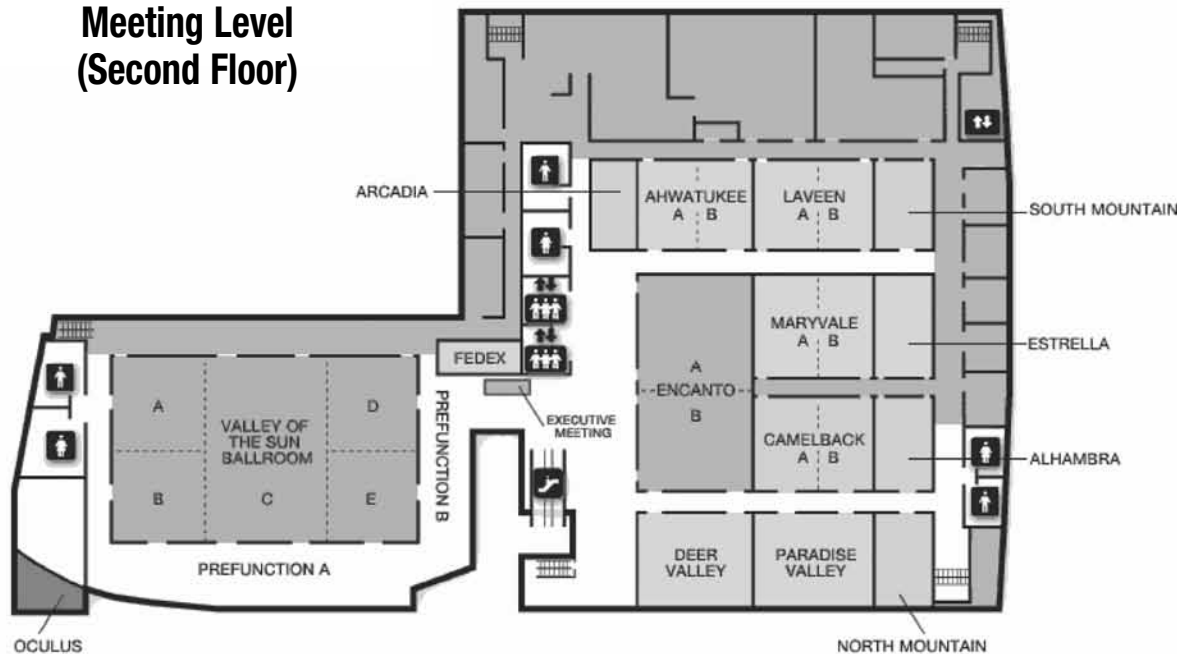
Convention Center



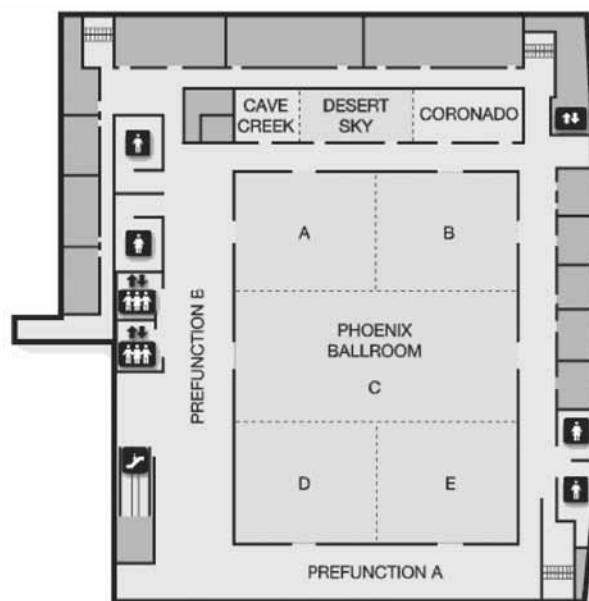
North 300

Sheraton

Meeting Level (Second Floor)

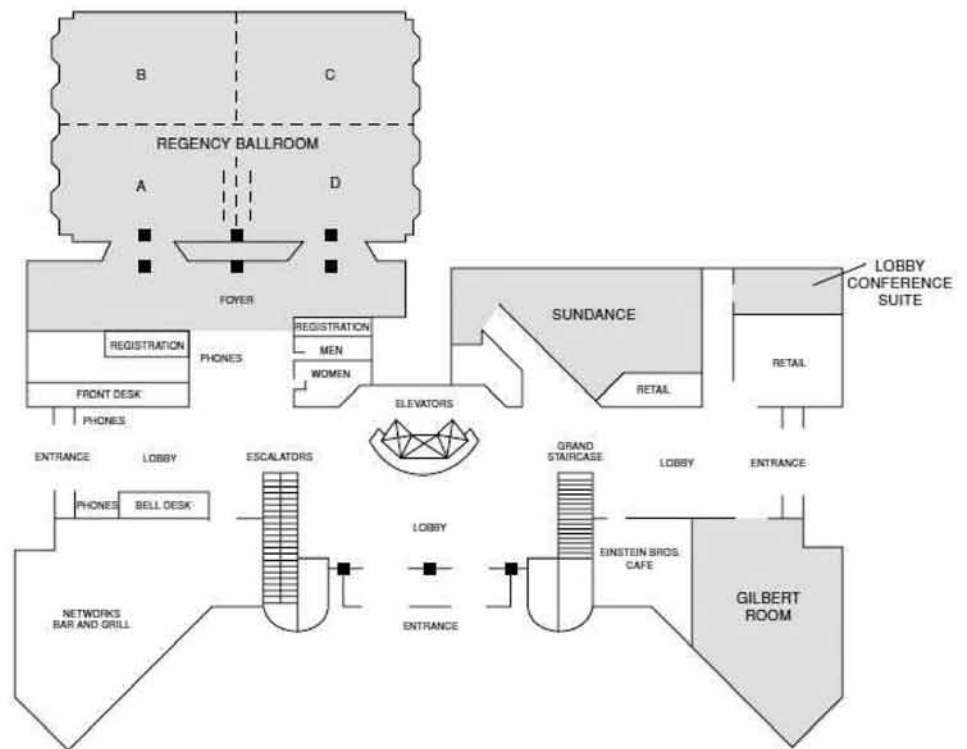


Meeting Level (Third Floor)

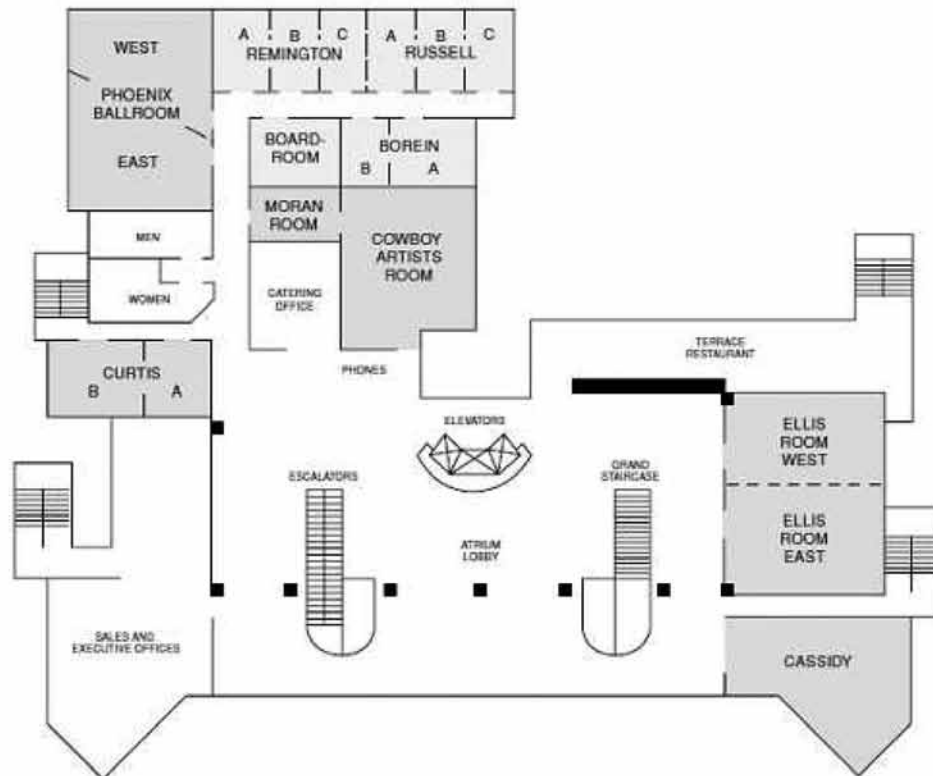


Hyatt

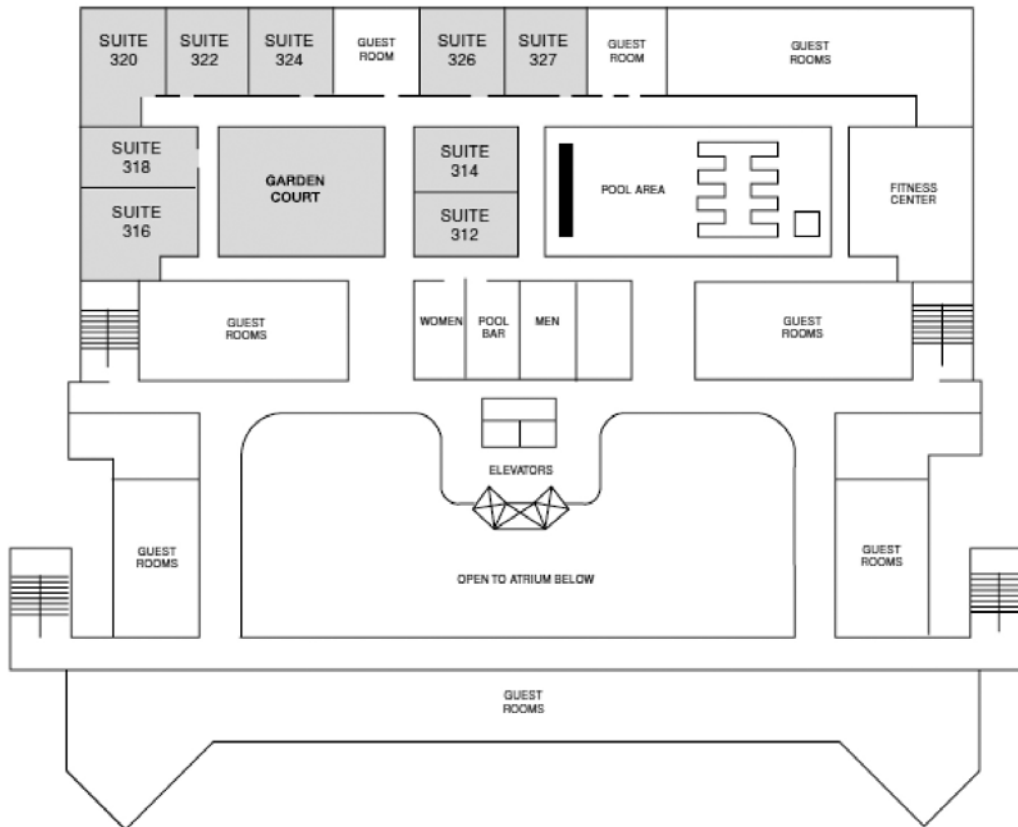
First Floor



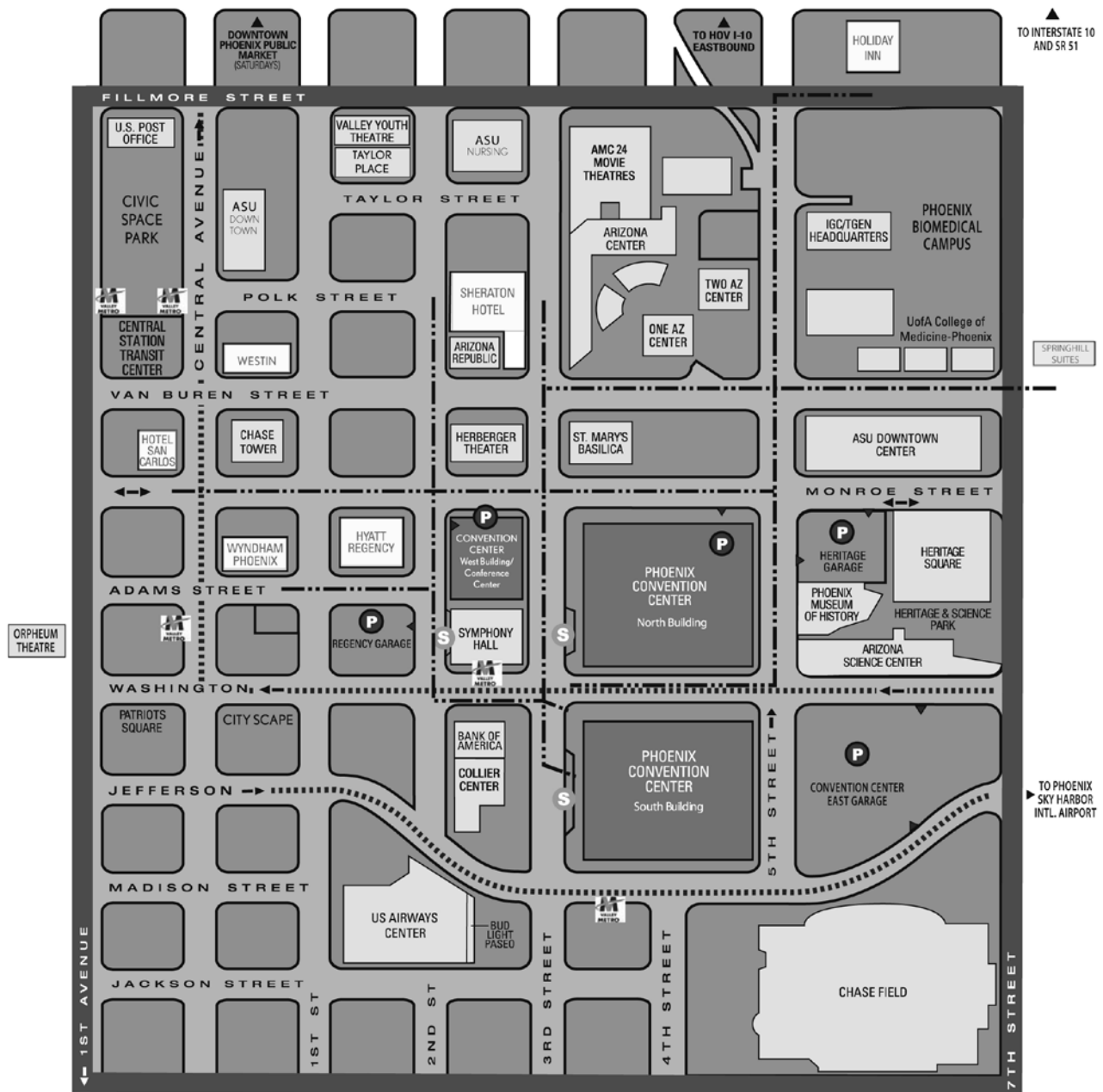
Second Floor



Third Floor



Walking Map



LEGEND

- P** Parking Garages **P** Parking Garage Entrance - - - - - Pedestrian Route to West & South Buildings
- Light Rail Station METRO Light Rail **S** Shuttle Drop-Off/Pick-up

Notes

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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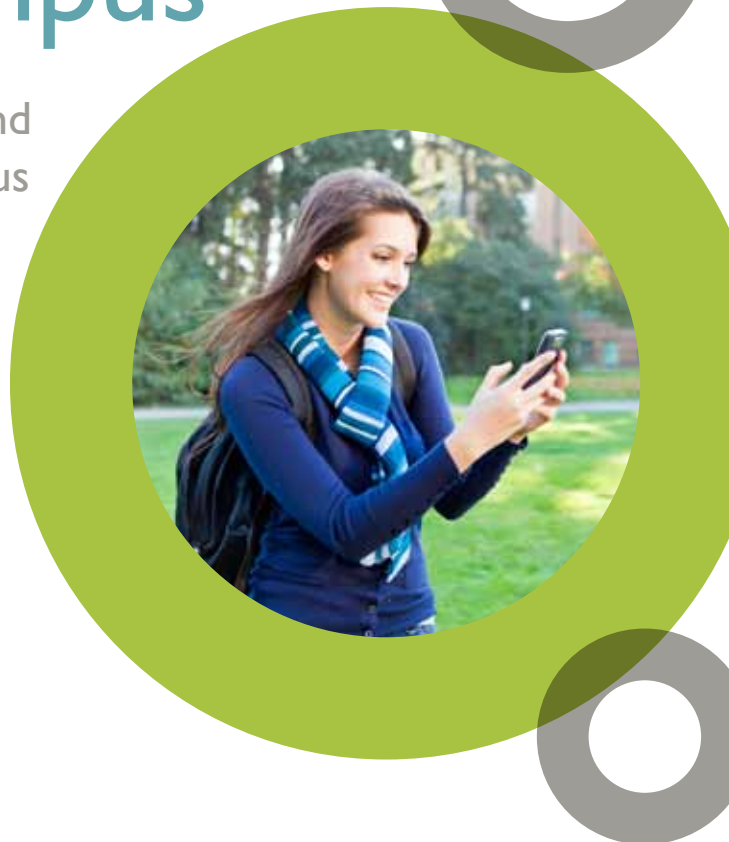
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